DOCUMENT RESUME

ED 423 416 CE 077 196

| | |
|---|---|
| TITLE | Australian National Training Authority. Annual Performance Report 1997-1998. |
| INSTITUTION | Australian National Training Authority, Brisbane. |
| ISSN | ISSN-1322-8609 |
| PUB DATE | 1998-00-00 |
| NOTE | 133p. |
| AVAILABLE FROM | Australian National Training Authority, GPO Box 3120, Brisbane, Queensland 4001, Australia; http://www.anta.gov.au |
| PUB TYPE | Numerical/Quantitative Data (110) -- Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC06 Plus Postage. |
| DESCRIPTORS | Advisory Committees; Annual Reports; *Educational Administration; Educational Policy; Foreign Countries; *Governing Boards; National Organizations; National Programs; Organizational Development; *Organizational Effectiveness; *Organizational Objectives; Tables (Data); *Vocational Education |
| IDENTIFIERS | *Australia; *Australian National Training Authority; TAFE (Australia) |

ABSTRACT

This document is the 1997-1998 annual performance report of the Australian National Training Authority (ANTA), which was established in 1992 as a commonwealth statutory authority to advise commonwealth, state, and territory ministers on policies and mechanisms to help the vocational and training (VET) sector achieve a more national focus. Section 1 explains ANTA's origins, mission, and client service charter, and section 2 describes the roles and responsibilities of ANTA's ministerial council, board, chief executive officer's committee, key committees, and staff. Discussed in section 3 is ANTA's work in the following priority areas: implementation of New Apprenticeships and User Choice; expansion of market mechanisms; implementation of the National Training Framework; provision of greater opportunities and improved outcomes for underrepresented clients (the Aboriginal and Torres Strait Islander People's Training Advisory Council and ANTA Disability Forum); maximization of public expenditure; small business development; encouragement of a training culture within industry; and development of ANTA's structure and systems to facilitate achievement of national VET system objectives. Appended are the following: text of the ANTA agreement; ANTA's 1997-1998 work priorities; report on ANTA's progress against its work priorities; staffing statistics; membership lists of ANTA's board, committees, and councils; list of ANTA's consultancies; and financial reports. (MN)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 423 416

# ANNUAL PERFORMANCE REPORT 1997-1998

# AUSTRALIAN NATIONAL TRAINING AUTHORITY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C Dunk

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

CE077196

BEST COPY AVAILABLE

2

Australian National Training Authority

23 September 1998

The Honorable Dr David Kemp, MP
Minister for Employment, Education,
Training and Youth Affairs
Parliament House
Canberra ACT 2600

Dear Minister

I have pleasure in providing you with the *Annual performance report* of the Australian National Training Authority (ANTA) for the financial year 1997-98.

The *Annual performance report* is concerned primarily with the performance of the authority itself. The *Annual national report*, also produced by the authority, is a source of further information regarding the activities and achievements of the national vocational education and training system.

The *Annual performance report* is a requirement of the *Audit Act 1901*. In preparing the report, the *1982 Annual report guidelines for statutory authorities*, *Commonwealth publications production guidelines* and *Requirements for departmental annual reports* have been taken into account. The authority has also considered the requirements of the *Commonwealth Authorities and Companies Act 1997*.

This year, the *Annual performance report* has been prepared against the authority's work priorities for 1997-98. It reflects the tasks, their objectives and outcomes within the organisational framework.

Yours sincerely

Stuart Hornery, AO
Chair
**Australian National Training Authority**

AMP Place, 10 Eagle Street, Brisbane Qld 4000
GPO Box 3120, Brisbane Qld 4001
Telephone: (07) 3246 2300 Facsimile: (07) 3246 2490

© Commonwealth of Australia

This work is copyright. Apart from any use permitted under the *Copyright Act 1968*, no part may be reproduced by any process without written permission from the Australian Government Publishing Service.

Requests and inquiries concerning reproduction and rights should be directed to:

The Manager, AGPS Press
Australian Government Publishing Service
GPO Box 84
Canberra ACT 2601 Australia

The contact officer for this report is:
The Director
Commonwealth / State Relations and Communications
Australian National Training Authority
Telephone: (07) 3246 2300 or fax: (07) 3246 2490

ISSN 1322 - 8609

Published by:
Australian National Training Authority
AMP Place, 10 Eagle Street
Brisbane Queensland 4000 Australia

Edited by:
Ron Thiele / Smart Strategic Services Pty Ltd

Designed by:
Art Projects Pty Ltd

**PLEASE NOTE**

A 'year' referred to in this report is the financial year 1 July 1997 to 30 June 1998. Unless otherwise indicated, months written without years are the month within the financial year (for example, February is February 1998).

# ANNUAL PERFORMANCE REPORT 1997/1998

# AUSTRALIAN NATIONAL TRAINING AUTHORITY

# ADDRESS FROM THE CHAIR

In recent years, there's been so much talk of 'reform' and 'change' to the vocational education and training system that you would think that they were facts of everyday life. But at the same time, the people who make up the system have often been left feeling, 'when is it all going to mean something to **me**?'.

In 1997-98, they have received their answer. During the year, the research, policy development and careful planning of many, many years translated into action, on the ground, that will forever change the vocational education and training system in the most fundamental way.

For providers, the move to register training organisations, then give them greater freedom to meet the needs of their clients, is a fundamental, dramatic change that will have profound implications. It encourages providers, **today**, to focus on quality and meeting client needs.

For clients, new arrangements to give them greater choices over what training is delivered, by whom, when and how is a fundamental change. The conceptualisation of a 'training market', and changes put into effect during the year, will revolutionise the traditional relationships between providers and clients.

For industries and enterprises, the arrival of the first Training Packages is a fundamental change. There has probably never been a single innovation that so places job competence, work practice and the needs of industries and enterprises at the heart of training: how enterprises can benefit from Training Packages is limited only by the imagination.

For the agencies, authorities and other bodies that make up the vocational education and training system, we have a new national strategy (to show us the way forward) and a new ANTA Agreement (to govern the relationships between us).

Any one of these changes at any other time would have been sufficient to mark a year as exceptional. Together, they sum to a year of unprecedented achievement.

As part of the vocational education and training system, ANTA is proud to have been a part of this achievement. This report is about the part that ANTA has played: and could not have done it without the advice, support and ultimately action of our colleagues in the State and Territory training authorities, providers, industry, advisory committees and forums. Equally, I recognise the efforts of our talented, enthusiastic and dedicated staff. This is their report, the story of their achievements for the year.

**Stuart Hornery, AO**
**Chair**
**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

# CONTENTS


**Address from the Chair** ..... **2**
**Contents** ..... **3**
**1997-1998 at a glance** ..... **6**
**Section 1: Introducing ANTA** ..... **12**
Origins ..... 12
*Vocational education and training* ..... *12*
*The ANTA Agreement* ..... *12*
Mission ..... 13
Client service charter ..... 13
**Section 2: People involved with ANTA** ..... **14**
ANTA Ministerial Council ..... 14
ANTA Board ..... 16
ANTA CEOs' Committee ..... 17
ANTA key committees ..... 18
*Aboriginal and Torres Strait Islander Peoples' Training Advisory Council* ..... *18*
*ANTA Board Advisory Committee on New Apprenticeships* ..... *18*
*ANTA Disability Forum* ..... *19*
*Audit Committee* ..... *19*
*National Advisory Committee on Vocational Education and Training Statistics* ..... *20*
*National Research and Evaluation Committee* ..... *20*
*National Training Framework Committee* ..... *20*
*Performance Review Committee* ..... *22*
*Steering Committee for the Review of the Infrastructure Program* ..... *22*
ANTA staff ..... 23
*Senior Management Group* ..... *23*
*Commonwealth / State Relations and Communications Team* ..... *25*
*Industry Relationships Team* ..... *25*
*National Policy Team* ..... *25*
*National Training Framework Team* ..... *26*
*Performance Analysis Team* ..... *26*
*Resource Policy and Management Team* ..... *26*
**Section 3: ANTA's work** ..... **27**
Annual national priorities and ANTA's work priorities ..... 27
1. Implementation of New Apprenticeships, including user choice ..... 28
*New Apprenticeships* ..... *28*
*User choice* ..... *29*
*Industry training advisory bodies* ..... *30*
*Group training* ..... *30*
*Vocational education and training in schools* ..... *31*
*Australian Student Traineeship Foundation* ..... *31*
2. Expansion of market mechanisms ..... 31
*Flexible delivery* ..... *31*
*Management Enhancement Team Approach* ..... *32*
*Frontline Management Initiative* ..... *32*
*National staff development projects* ..... *33*
*Training market* ..... *33*

*Demand for vocational education and training* ... 34
3. Implementation of the National Training Framework ... 34
*Training Packages* ... 34
*Australian Recognition Framework* ... 35
*Australian Qualifications Framework* ... 36
*National Training Information Service* ... 36
*Industry based assessment* ... 37
4. Provision of greater opportunities and improved outcomes for underrepresented clients ... 37
*Equity* ... 37
*Aboriginal and Torres Strait Islander Peoples' Training Advisory Council* ... 38
*ANTA Disability Forum* ... 39
5. Value for public expenditure maximised ... 40
*Review of the infrastructure program* ... 40
*Data analysis* ... 41
*Best practice* ... 41
*Unit costs and pricing* ... 42
*Key performance measures* ... 42
*Information systems development* ... 43
*Maintenance of effort / growth through efficiencies* ... 43
6. Achieve outcomes which meet the needs of small business ... 43
*Small business* ... 43
7. Encouragement of a training culture within industry, including to enhance training of the existing workforce ... 44
*Training culture* ... 44
Key external arrangements and processes ... 45
*ANTA Agreement* ... 45
*National strategy for vocational education and training 1998-2003* ... 45
*Annual national report* ... 46
*Annual vocational education and training plans* ... 46
*Higher education review* ... 47
*Communications* ... 47
*Adult and community education* ... 54
*Research and evaluation* ... 54
*National principles and protocols for copyright* ... 56
*Secretariat and executive coordination* ... 56
*Parliamentary processes* ... 56
*International activities* ... 57
Develop the Authority's structure and systems to facilitate achievement of national vocational education and training system objectives ... 59
*Business development strategy* ... 59
*Annual performance report* ... 63
*National programs and projects coordination* ... 63
*Melbourne office refurbishment* ... 63
*Library* ... 63

**Appendix 1: Australian National Training Authority agreement .. 64**
Purpose .... 64
Key objectives .... 65
Roles and responsibilities .... 65
Planning and accountability arrangements .... 68
Funding .... 70
**Appendix 2: 1997-1998 work priorities .... 71**
System objectives .... 71
1998 annual national priorities .... 71
ANTA's work priorities .... 71
**Appendix 3: Progress report against work priorities .... 81**
**Appendix 4: Staffing statistics .... 89**
Core operative staff details .... 89
Equal employment opportunity .... 89
Appointments and resignations .... 90
**Appendix 5: ANTA Board, committees and councils .... 91**
ANTA Board .... 91
Aboriginal and Torres Strait Islander Peoples' Training Advisory Council .... 91
ANTA Board Advisory Committee on New Apprenticeships .... 92
ANTA CEO's Committee .... 92
ANTA Disability Forum .... 92
Audit Committee .... 93
National Training Framework Committee .... 93
Performance Review Committee .... 93
Steering Committee for the Review of the Infrastructure Program .... 94
**Appendix 6: Consultancies .... 95**
**Appendix 7: Financial Reports .... 99**
**Index .... 119**

| ITEM | PAGE |
|---|---|
| ***1. IMPLEMENTATION OF NEW APPRENTICESHIPS, INCLUDING USER CHOICE*** | |
| ■ Implementation of New Apprenticeships began in January. | 28 |
| ■ Consultations were conducted on equity in New Apprenticeships, and an action plan prepared. | 29 |
| ■ User choice policies were progressively implemented in States and Territories, with full implementation from January. | 29 |
| ■ A major review of national industry advisory arrangements was finalised. Commercial funding strategies were put in place with industry training advisory bodies. | 30 |
| ■ A new funding approach for group training companies was developed. | 30 |
| ■ The guidelines and funding principles for New Apprenticeships in schools were reviewed. | 31 |
| ***2. EXPANSION OF MARKET MECHANISMS*** | |
| ■ The NET*Working '97 National Flexible Delivery Conference was held. This was both a physical event and a six week, internet based, online conference. | 32 |
| ■ An action plan was prepared for infrastructure development, online product development, staff development and change management. | 32 |
| ■ Maintenance and development of the Management Enhancement Team Approach (META) initiative was contracted to Chisholm Institute of TAFE, Barton Campus, for a three-year period. | 32 |
| ■ Prentice Hall of Australia Pty Ltd were contracted to publish resources relating to the Frontline Management Initiative. | 32 |
| ■ The Framing the Future staff development project funded 42 workbased projects involving more than 900 people and representing approximately $1.4 million of staff development activity. | 33 |
| ■ The Working towards 2010 staff development resource kit was published and widely distributed (including online availability through the ANTA website). | 33 |
| ■ The Data matters staff development resource kit was prepared. | 33 |
| ■ Consultations were concluded on the discussion paper *Developing the training market for the future*, and a report of the consultations provided to the ANTA Ministerial Council. | 33 |
| ■ A project was undertaken to estimate current and future demand for vocational education and training. | 34 |

### 3. IMPLEMENTATION OF THE NATIONAL TRAINING FRAMEWORK

- 17 Training Packages were endorsed by the National Training Framework Committee, and three more packages were in the process of being endorsed. 34
- To improve development and endorsement processes for Training Packages, State and Territory training authorities were involved in the evaluation of packages, and workshops conducted for industry representatives. 35
- The Workplace communication in Training Packages project provided a literacy consultancy service to industry training advisory bodies and Training Package developers. The project ran forums in all States and Territories, and assisted twenty industry resource development projects. 35
- The Australian Recognition Framework came into effect in January. States and Territories were funded to support implementation, national accreditation principles and national assessment principles were developed, explanatory material was produced and a range of transitional issues addressed. 35
- The *Australian Qualifications Framework Implementation Handbook* was updated, to reflect the advent of Training Packages. 36
- The National Training Information Service was made available on the internet. State and Territory training authority data entry personnel were trained to use the service, and a template was finalised for electronically uploading Training Package information to the service. 36
- To ensure the quality of assessment practices and outcomes under the new Australian Recognition Framework, assessment components of Training Packages (including recognition of prior learning approaches) were monitored, and training package developers advised. 37

### 4. PROVISION OF GREATER OPPORTUNITIES AND IMPROVED OUTCOMES FOR UNDERREPRESENTED CLIENTS

- Equity initiatives in line with the principles of the *Equity 2001* report were funded. 37
- Funds were provided for the Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, the ANTA Disability Forum and the VEET Women's Taskforce; for industry projects; and for projects by State and Territory training authorities. 38
- A stocktake of equity reports and literature in vocational education and training was completed. 38
- The *Let's do what: Aboriginal development strategy* document was written, in conjunction with the ACTU / Lend Lease Foundation. 38

- Support was given to the National Aboriginal Sports Corporation of Australia. 38

- Agreement was reached with Kangan Batman TAFE to administer ANTA's support funds for the Aboriginal and Torres Strait Islander Peoples' Training Advisory Council. 38

- The council hosted the Second National Indigenous Peoples' Training Conference, titled Challenging Pathways, at which the inaugural National Indigenous Peoples' Training Award was awarded to Murrumbidgee College of Agriculture at Yanco, NSW. 38

- The council's discussion papers *New apprenticeship and traineeship opportunities for Aboriginal and Torres Strait Islanders* and *Building pathways: school / industry work placements for indigenous secondary students* were received by the ANTA Board. 38

- Agreement was reached with the Queensland Division of ACROD (the national industry association for disability services) to administer ANTA's support funds for the ANTA Disability Forum. 39

- The forum worked to address the major underrepresentation of people with a disability in apprenticeships and traineeships, and advised the ANTA Board on the implementation of New Apprenticeships. 39

- The forum commenced the Leveraging leadership project. 39

- The forum started developing a national disability strategy for vocational education and training, and helped develop a national equity communication strategy. 39

***5. VALUE FOR PUBLIC EXPENDITURE MAXIMISED***

- The Steering Committee for the Review of the Infrastructure Program was formed and a review of the program commenced. 40

- The authority funded 44 projects demonstrating best practice (through State and Territory training authorities) during the 1997 calendar year. A further round of 23 projects were approved. 41

- The Australian Training Provider of the Year Award was sponsored in 1997 and in 1998, as an example of best practice. 41

- The ANTA Unit Costs Working Group established the costs and prices of a range of vocational education and training system products and services, and developed pricing principles for use with user choice. The group also undertook other work relating to costs and pricing. 42

- The ANTA Ministerial Council agreed to seven key performance measures for the vocational education and training system, proposed by the Performance Review Committee. The committee also developed an implementation plan for the measures. 42

- The Ministerial Council endorsed the *1996 Benchmarking VET Report*; and the 1997 report (renamed the *1997 VET Performance Report*) was prepared. 42

- An integrated national statistical information program was developed. The standard by which information is collected nationally about registered training organisations and training contracts was also reviewed. 43

- A database of statistical information, reports and survey data was established. 43

- The *Directions and Resource Allocations 1998* report into the maintenance of contributions to vocational education and training by States and Territories and allocation of Commonwealth funds was produced. 43

- As part of the revised ANTA Agreement, the principle of growth derived from efficiencies replaced the maintenance of effort provisions of the original agreement. Reports on plans for achieving growth through efficiencies in 1998 by each State and Territory (except the ACT) were considered by the Ministerial Council. 43

***6. ACHIEVE OUTCOMES WHICH MEET THE NEEDS OF SMALL BUSINESS***

- The Business Services Industry Training Advisory Body was created, with a specific brief to cover small business training issues. 43

- A scoping report was prepared on small business training issues. 44

- Advice was prepared for Training Package developers on the importance of taking account of small business needs. 44

***7. ENCOURAGEMENT OF A TRAINING CULTURE WITHIN INDUSTRY, INCLUDING TO ENHANCE TRAINING OF THE EXISTING WORKFORCE***

- Recommendations on five broad strategies to build a training culture were accepted by the Ministerial Council. 44

***KEY EXTERNAL ARRANGEMENTS AND PROCESSES***

- The ANTA Ministerial Council agreed to the basis for a revised ANTA Agreement (in the form of a joint statement and memorandum of understanding). The revised ANTA Agreement was endorsed by all States and Territories. 45

- The *National Strategy for Vocational Education and Training: A Bridge to the Future* was developed in conjunction with key stakeholders and endorsed by the Ministerial Council. Several papers about elements of the national strategy were also produced. 45

- The *Annual national report* was compiled and tabled in Parliament. 46

- The authority analysed the 1998 State and Territory vocational education and training plans and prepared *Directions and Resource Allocations 1998.* 47

- The Ministerial Council endorsed the proposed annual national priorities and national key result areas for 1999. The priorities, and draft national and State and Territory performance indicators, were developed in consultation with key stakeholders. 47
- ANTA made a submission to the Review of Higher Education Financing and Policy (West review); and responded to the review's report. 47
- The authority developed two integrated communications projects. 47
- The Australian Training Awards, and two training update seminars, were held. 48
- Five editions of *Australian Training* were produced. 48
- The *Fast Facts* fortnightly fax sheet was produced during the year. 48
- 25 organisations were sponsored to conduct events to support the development of the vocational education and training system. 48
- An information kit, based on the July training update seminar, was produced. 49
- A range of adult and community education projects were funded, including national consultation on the further education framework, a series of research and development issues papers, and national promotion of Adult Learners Week. 54
- Several forums and meetings were held to match research with current policy initiatives. 54
- The national research and evaluation strategy was released, and about 50 research projects based on the national strategy commenced. 54
- Three key research centres were funded. 55
- AEShareNet, an online system for transacting copyright licences in vocational education and training materials, was established. 56
- Secretariat and executive coordination staff organised and managed 17 major national meetings for the authority. 56
- Staff appeared before a House of Representatives inquiry on the role of the institutes of TAFE, and before four hearings of the Employment, Education and Training Senate Legislative Committee. Briefings, submissions and responses to parliamentary questions and questions on notice were also prepared. 56
- The authority hosted 52 international guests. 57

***DEVELOP THE AUTHORITY'S STRUCTURE AND SYSTEMS TO FACILITATE ACHIEVEMENT OF NATIONAL VOCATIONAL EDUCATION AND TRAINING SYSTEM OBJECTIVES***

- Two six-monthly business development strategies were prepared. 59

- A staff team performance management system was developed. 59
- A Workplace Consultative Committee was established, with representation from management and staff. 59
- A certified agreement for staff was developed and implemented. 59
- A workplace diversity policy, incorporating ANTA's equal employment opportunity policy, was developed. 60
- The graduate development program was reviewed and the Public Sector Management Course introduced as part of the program. 60
- A revised information technology strategic plan was developed for 1998-2000. 60
- New software (including VISION, an executive information system) was installed to improve the authority's financial management information system. 60
- Preparatory work was done to move the authority to accrual based accounting by 1999-2000. 60
- A risk assessment of ANTA was conducted and a fraud control plan developed. 60
- Development commenced of software for managing ANTA contacts. 60
- Competency standards were developed for senior management. 61
- Ten presentations were made to ANTA staff on current ideas and thinking in vocational education and training. 61
- A staff seminar was held, to further develop an organisational culture in the authority. 61
- The authority's work management system was reviewed and a simple planning and reporting structure developed. 62
- A new records management policy and archival procedures system was developed. 62
- The *Annual performance report* was written and tabled in Parliament. 63
- National programs and projects procedures and guidelines were revised, and a training program on project management developed for all staff. 63
- The Melbourne office was refurbished. 63
- The library purchased, acquired and catalogued over 500 items. Many other services were also provided. 63

## ORIGINS

The Australian National Training Authority (ANTA) was established by the *Australian National Training Authority Act 1992*, as a Commonwealth statutory authority to advise Commonwealth, State and Territory ministers on policies and mechanisms, after input from industry, to move towards a more national focus for the vocational education and training sector. The Act followed an agreement to these directions by Commonwealth, State and Territory Governments. The ANTA Agreement is a schedule to the Act (see below).

### *VOCATIONAL EDUCATION AND TRAINING*

Vocational education and training is postcompulsory education and training that provides people with the skills and learning required by enterprises and industries. The vocational education and training sector comprises:

- the State and Territory public TAFE systems
- adult and community education institutions that deliver vocational education and training
- other registered training organisations (including schools, community organisations, enterprises and industry bodies) that deliver vocational education and training leading to nationally recognised qualifications.

### *THE ANTA AGREEMENT*

The ANTA Agreement (a schedule to the *Australian National Training Authority Act 1992*, and updated during the year) provides the basis for a national approach to the vocational education and training system.

The underpinning principles of the national approach are:

- a spirit of cooperation, and a commitment to partnership, at a national level by Commonwealth, State and Territory Governments working closely with industry as key stakeholders
- a key role for industry in providing leadership and advice, particularly in relation to the ongoing development of the National Training Framework
- a recognition of the individual needs and characteristics of States and Territories within the context of the need for a national approach to vocational education and training
- promotion of clear, nationally shared objectives and goals for the system
- clearly defined and complementary roles and responsibilities for all stakeholders
- transparent and accountable funding arrangements and relationships which reflect the principle of achieving growth through efficiencies.

The revision of the ANTA Agreement is detailed under 'Key external arrangements and processes'[1].

## MISSION

In May 1998, after broad consultation and agreement with industry, Commonwealth, State and Territory Governments, the Ministerial Council agreed to a mission statement for the vocational education and training system in Australia. The system's mission is:

*'To ensure that the skills of the Australian labour force are sufficient to support internationally competitive commerce and industry and to provide individuals with opportunities to optimise their potential'.*

## CLIENT SERVICE CHARTER

In February 1997, the Commonwealth Government instructed all government bodies that provide services to the public (either directly or indirectly) to develop a customer service charter. A charter is a simple document that sets out the body's undertakings to improve services to its clients and stakeholders, and is developed in consultation with clients and stakeholders. The body then reports annually on its performance against its service charter undertakings.

During the year, a charter was drafted by the authority. After consultation with staff, the draft charter will be presented to the ANTA Board and the Ministerial Council for consideration. It is expected that the charter will be published in the second half of 1998.

[1] The revised ANTA Agreement, incorporating its purpose, objectives, roles and responsibilities, planning and accountability arrangements, and funding, is Appendix 1.

## ANTA MINISTERIAL COUNCIL

Under the terms of the ANTA Agreement, the ANTA Ministerial Council (also known as MINCO) sets national goals, objectives and priorities for the vocational education and training system. The Ministerial Council is the peak government decision making body for vocational education and training.

The Ministerial Council comprises Commonwealth, State and Territory ministers responsible for vocational education and training. The council is chaired by the Commonwealth minister. In 1997-98, the following people were members of the council.

**Commonwealth**

- Senator the Hon. Amanda Vanstone, Minister for Education, Employment, Training and Youth Affairs *(July - October 1997)*; The Hon. Dr David Kemp, MP, Minister for Employment, Education, Training and Youth Affairs *(October 1997 - June 1998)*
- The Hon. Dr David Kemp, MP, Minister for Schools, Vocational Education and Training *(July - October 1997)*; Senator the Hon. Christopher Ellison, Minister for Schools, Vocational Education and Training *(October 1997 - June 1998)*

**New South Wales**

- The Hon. John Aquilina, MP, Minister for Education and Training

**Victoria**

- The Hon. Phil Honeywood, MLA, Minister for Tertiary Education and Training

**Queensland**

- The Hon. Santo Santoro, MLA, Minister for Training and Industrial Relations

**Western Australia**

- The Hon. Cheryl Edwardes, MLA, Minister for Environment, Employment and Training

**South Australia**

- The Hon. Dorothy Kotz, MP, Minister for Employment, Training and Further Education *(June 1997- October 1997)*; The Hon. Malcolm Buckby, MP, Minister for Education, Children's Services and Training *(October 1997 - June 1998)*

**Tasmania**

- The Hon. Sue Napier, MHA, Minister for Education and Vocational Training

**Australian Capital Territory**

- The Hon. Bill Stefaniak, MLA, Minister for Education

**Northern Territory**

- The Hon. Fred Finch, MLA, Minister for Education and Training *(July 1997)*; The Hon. Peter Adamson, MLA, Minister for Education and Training *(July 1997 - June 1998)*

*At the ANTA Ministerial Council meeting on 14 November 1997 from left to right, back row - Senator Christopher Ellison, Minister for Schools, Vocational Education and Training, Commonwealth; Phil Honeywood, Minister for Tertiary Education and Training, Minister Assisting the Premier on Multicultural Affairs, Victoria; Sue Napier, Deputy Premier, Minister for Education and Vocational Training, Minister for Arts, Sport and Recreation, Tasmania; Malcolm Buckby, Minister for Education, Children's Services and Training, South Australia; Peter Adamson, Minister for Education and Training, Northern Territory; front row - Cheryl Edwardes, Minister for Environment, Employment and Training, Western Australia; Dr David Kemp, Minister for Employment, Education, Training and Youth Affairs, Commonwealth; Santo Santoro, Minister for Training and Industrial Relations, Queensland; Mr Bill Stefaniak, Minister for Education and Training, Australian Capital Territory; insert - John Aquilina, Minister for Education and Training, Minister Assisting the Premier on Youth Affairs, New South Wales*

## ANTA BOARD

The ANTA Board advises, and provides support to, the ANTA Ministerial Council in all of its functions. The board oversees the authority's operations. The board is ANTA's governing body and is responsible for the organisation's performance.

The board comprises independent experts nominated by the Ministerial Council and appointed by the Federal Executive Council. The following people were members of the board during 1997-98.

- Stuart Hornery, AO (Chairman), Chairman, Lend Lease Corporation Pty Ltd
- Bill Mansfield (Deputy Chairman), Assistant Secretary, Australian Council of Trade Unions
- Geoff Ashton, Non Executive Director, Leighton Holdings Limited
- Stella Axarlis, AM, Managing Director, Bilcon Engineering Pty Ltd
- Jenny Rixon, Managing Director, Rixon Clothing Pty Ltd *(July - December 1997)*
- Mark Paterson, Chief Executive, Australian Chamber of Commerce & Industry[2].

Stella Axarlis, AM was honoured as a Member in the Order of Australia in the 1998 Queen's Birthday list, in recognition of her work, not only with ANTA, but with the wider community.

*Board members (from left to right): Terry Moran (ANTA CEO); Jenny Rixon; Bill Mansfield (Deputy Chair); Stuart Hornery (Chair); Mark Paterson; Stella Axarlis; Geoff Ashton*

[2] Mr Paterson is Chair of the National Training Framework Committee (formerly the Standards and Curriculum Council). The Chair of this committee attends all meetings of the board in an ex officio capacity.

## ANTA CEOs' COMMITTEE

The ANTA CEOs' Committee looks at the implications of proposals before they are considered by the ANTA Board; and advises on these implications. CEOs' also individually advise their ministers and consider draft resolutions for the Ministerial Council. The committee also works to increase cooperation between State and Territory vocational education and training systems.

In 1997-98, the following people were members of the committee.

**Australian National Training Authority**

Terry Moran (Chair), Chief Executive Officer

**Commonwealth**

Steve Sedgwick, Secretary, Department of Employment, Education, Training and Youth Affairs

**New South Wales**

Jane Diplock, Director-General, Department of Training and Education Coordination *(July 1997 - December 1997)*; Dr Ken Boston, Director-General, Department of Education and Training *(December 1997 - June 1998)*

**Victoria**

Peter Harmsworth, Director, Office of Training and Further Education, Department of Education

**Queensland**

Col Thatcher, Director-General, Department of Training and Industrial Relations

**South Australia**

Brian Stanford, Chief Executive, Department of Employment, Training and Further Education *(July 1997 - October 1997)*; Denis Ralph, Chief Executive Officer, Department of Education, Training and Employment *(October 1997 - June 1998)*

**Western Australia**

Ian Hill, Chief Executive Officer, WA Department of Training

**Tasmania**

Darcy McGuarr, Secretary, Department of Vocational Education and Training *(July 1997 - May 1998)*; Dr Martyn Forrest, Secretary, Department of Education, Training, Community and Cultural Development *(May 1998 - June 1998)*

**Australian Capital Territory**

Peter Gordon, Director, Office of Training and Adult Education, Department of Education and Community Services

**Northern Territory**

Sabaratnam Prathapan, Chief Executive Officer, NT Employment and Training Authority

## ANTA KEY COMMITTEES

The following are ANTA's key committees. Membership details are included in Appendix 5.

### *ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES' TRAINING ADVISORY COUNCIL*

The Aboriginal and Torres Strait Islander Peoples' Training Advisory Council (ATSIPTAC) advises the ANTA Board on ways to improve the vocational education and training system's record of involving Indigenous Australians.

The council's terms of reference are to advise the ANTA Board on:

- strategies to maximise outcomes for Indigenous Australians
- vocational education and training resourcing needs for Indigenous Australians
- mechanisms to improve coordination between Indigenous related employment, economic development, labour market programs, and vocational education and training programs
- measures necessary to ensure Indigenous peoples' achieve equity of outcomes in vocational education and training by the turn of the century, and progress the 21 goals of the National Aboriginal and Torres Strait Islander education policy.

To inform its advice, the council hosts a National Networking Group that discusses priorities and strategies for Indigenous vocational education and training. The National Networking Group includes indigenous groups, training providers, Governments and industry (including industry training advisory bodies and group training companies).

### *ANTA BOARD ADVISORY COMMITTEE ON NEW APPRENTICESHIPS*

The ANTA Board Advisory Committee on New Apprenticeships advises on progress with the implementation of New Apprenticeships and advises the ANTA Board about policy issues related to New Apprenticeships. During the year, the committee advised on implementation issues relating to group training, New Apprenticeships in schools, access and equity in New Apprenticeships, the national marketing campaign for New Apprenticeships and the national evaluation of user choice.

The Committee's terms of reference are to advise the ANTA Board on:

- transitional and ongoing resourcing issues associated with the implementation of Ministerial Council decisions
- legislative and administrative changes necessary to implement those decisions
- marketing
- a timetable for implementing New Apprenticeships.

### *ANTA DISABILITY FORUM*

The ANTA Disability Forum advises the ANTA Board and management on ways to increase participation by, and outcomes for, people with a disability in vocational education and training. The forum aims to:

- focus on workable solutions, and on improving what is not working in the system
- focus on national innovations and emerging issues
- consult with key people and stakeholders in areas relevant to improving outcomes for people with a disability
- monitor the development and implementation of vocational education and training strategies for people with a disability.

### *AUDIT COMMITTEE*

The Audit Committee's terms of reference are to advise, recommend and otherwise assist the ANTA Board in the discharge of its financial and other stewardship and accountability responsibilities by:

a. assessing the adequacy and effectiveness of ANTA's system of internal controls (both financial and non-financial) based on reports received and taking into account:
   - financial regularity
   - legal compliance
   - economy and efficiency
   - effectiveness

b. overseeing the conduct and performance of ANTA's internal auditing services by:
   - reviewing and making recommendations on internal audit, strategic and annual plans
   - monitoring the resources, methodology and administrative performance of internal audit
   - reviewing the timeliness and quality of internal audit reports
   - monitoring the findings of such audits to ensure appropriate corrective action is taken in relation to any problems identified should this be considered necessary

c. reviewing the final draft of ANTA's annual financial statements and the proposed audit report prior to the meeting of the board to approve the statements

d. reviewing ANTA's financial accounting and reporting policies and considering, as required, the effects of any changes to statutory accounting and reporting requirements

e. liaising with the external auditor on:
   - the external audit work program
   - the relationship between the external and internal audit coverage
   - action taken in respect of any adverse external audit findings
   - other matters raised by external audit

f. considering such other matters as the board may determine, require or request.

### *NATIONAL ADVISORY COMMITTEE ON VOCATIONAL EDUCATION AND TRAINING STATISTICS*

The National Advisory Committee on Vocational Education and Training Statistics (NACVETS) advises the ANTA Board about the collection and analysis of management information for the national vocational education and training system.

The committee's terms of reference state that it will be the key strategic and policy development forum for the national management information system and will:

- provide advice on policy direction for national information requirements and review and revise the national data collection accordingly
- propose protocols for the use and dissemination of the national data collection for vocational education and training
- provide advice on changes required to the Australian vocational education and training management information statistical standards, in line with national policy and planning directions
- provide advice on existing and new information collection requirements, including survey development.

### *NATIONAL RESEARCH AND EVALUATION COMMITTEE*

The National Research and Evaluation Committee oversees ANTA's research activities and research funding, in order to ensure a coordinated, strategic approach to research and evaluation in vocational education and training.

The National Centre for Vocational Education Research works on behalf of the committee to research key aspects of vocational education and training. This research is in addition to that undertaken by the four key research centres funded by ANTA.

### *NATIONAL TRAINING FRAMEWORK COMMITTEE*

The National Training Framework Committee is a business led committee which advises the ANTA Board on strategies and policies for the National Training Framework; and it endorses Training Packages.

The functions of the committee are to:

- establish the policy framework for the development of Training Packages
- provide advice to the ANTA Board on the funding priorities for Training Packages, taking into account industry's potential to contribute to the nation's international competitiveness and general economic well-being
- develop policy and strategies for the maintenance of Training Packages
- develop quality assurance policy and mechanisms to ensure consistency in outcomes of delegated functions
- develop advice for the vocational education and training sector on the implementation of the Australian Qualifications Framework (AQF), nominate representatives of vocational education and training to the AQF Advisory Board, provide advice to the advisory board on policy and guidelines issues relating to the vocational education and training system and ensure there is consistency in the relationship between the AQF and endorsed standards
- provide policy advice on assessment matters, and monitor the implementation of assessment policy (in particular the establishment, approval and implementation of national assessment frameworks)
- coordinate, and provide advice to, State and Territory recognition authorities on the operation of the National Framework for the Recognition of Training at a national level, in order to ensure its effective operation
- develop the policy framework for reforms to national recognition arrangements
- develop strategies to promote, market and disseminate relevant information on the National Training Framework
- develop strategies to promote the use of nationally consistent methods of describing national competency standards and their relationship to the AQF levels, and to establish such methods where necessary
- advise on the development and maintenance of the national register and relational database of competency standards, accredited courses and frameworks, recognised training programs, short courses, registered providers and flexible delivery products.

The committee, by way of executive decision, also:

- recognises bodies, including enterprises, to develop competency standards (and is able to remove that recognition) in a manner consistent with policies of the Ministerial Council and so as to avoid duplication with the functions of approved industry advisory bodies
- endorses competency standards, assessment frameworks and their relationship to the AQF
- places standards on the national register and publishes the register.

The committee is required, in the performance of its functions, to have regard to, and to promote, the principles of access and equity.

### PERFORMANCE REVIEW COMMITTEE

The Performance Review Committee provides strategic and policy advice about how best to measure and report on the performance of the national vocational education and training system.

The committee first developed and proposed a range of measures that focus on the outputs of the vocational education and training system and the value derived from the skills produced (that is, the outcomes for students, industry and other clients). In November, the Ministerial Council agreed to the proposed 'key performance measures' in principle, and asked the committee to oversee a plan to implement the measures. The committee's plan was subsequently endorsed by the council in May.

The revised terms of reference of the committee are to:

- guide further development work on (and if agreed by the Ministerial Council, implementation of) new key performance measures as agreed in principle by the council in November 1997; and report on progress as agreed by the council
- identify areas for (and oversee further analysis of) key performance measure data; and advise the ANTA Board on the performance of the vocational education and training system
- oversee the development of the annual *Benchmarking VET Report* (volume 3 of the *Annual national report*) and advise on uses for the report
- commission work as needed to support its advice.

### STEERING COMMITTEE FOR THE REVIEW OF THE INFRASTRUCTURE PROGRAM

The Steering Committee for the Review of the Infrastructure Program advises on ways to improve efficiency in the use of capital funds, in light of current and future directions for the vocational education and training system. These directions include major policy developments related to New Apprenticeships, user choice, alternative delivery methods and an expanding training market. The committee was established as a result of a 1996 decision by the Ministerial Council to review the infrastructure program.

Their activities examine issues relating to:

- the objectives and purpose of capital expenditure within the national vocational education and training system, including the need for a dedicated infrastructure program
- efficiency in the current use of capital funds
- the utilisation and maintenance of existing facilities and the implications of these for future capital expenditure

- the adequacy of the infrastructure program's response to flexible delivery approaches to training in terms of the principles agreed by the Ministerial Council arising from the report of the Flexible Delivery Task Force
- the impact of capital charging and third party access to publicly funded facilities, taking account of recent work
- capital funding assistance to providers other than public providers, with a view to the expansion of the training market
- the definitions to apply to future capital expenditure and the benchmarks to monitor capital investment and to guide discussions on resource allocation
- alternative means of financing the provision of capital facilities
- whether the current levels of funding for capital are adequate to meet future needs for replacement, refurbishment, change of purpose and expansion of vocational education and training facilities
- the appropriateness of the current administrative procedures involving capital development plans and data sheets.

During the year, the steering committee also examined issues related to access to capital funds by Indigenous providers of vocational education and training.

## ANTA STAFF

During the year, ANTA's staff teams (which had resulted from the major restructure of the previous year) were further reorganised, as were responsibilities. The aim of this reorganisation was to increase the effectiveness of management and teams, better apply resources to the authority's priorities and continue to provide staff with interesting and rewarding challenges.

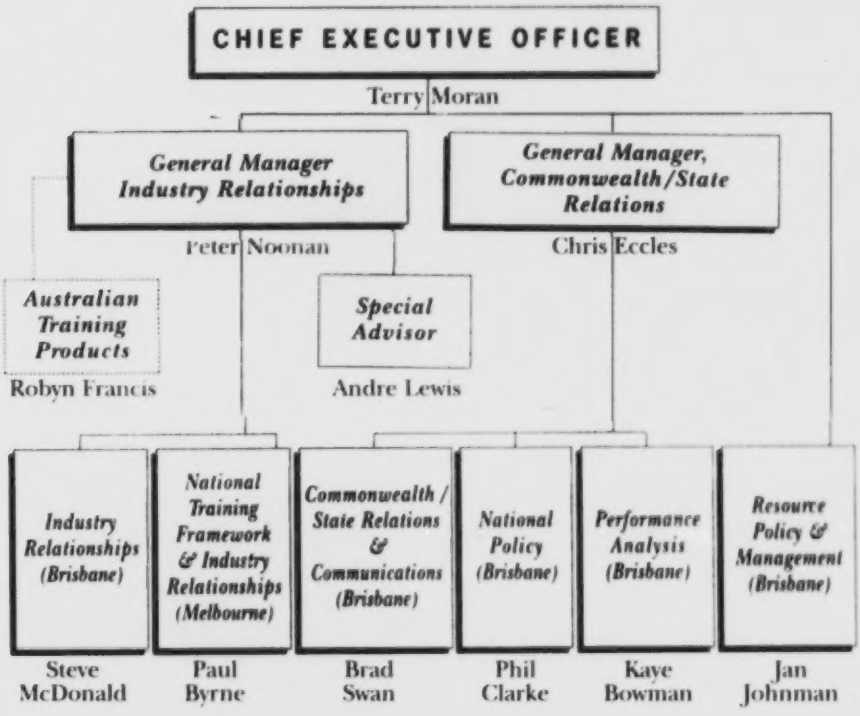
### *SENIOR MANAGEMENT GROUP*

The Senior Management Group manages the work of the authority, overviews performance and represents ANTA at the most senior levels.

The group comprises the Chief Executive Officer, general managers, directors and special advisors. These people work from the authority's Brisbane and Melbourne offices.

The diagram following shows ANTA's organisational structure and the members of the Senior Management Group as at 30 June 1998.

**DIAGRAM 1: SENIOR MANAGEMENT GROUP, 30 JUNE 1998**



*Senior management (from left to right): Andre Lewis, Peter Noonan, Jan Johnman, Chris Eccles, Terry Moran, Brad Swan, Kaye Bowman, Steve McDonald, Paul Byrne, Phil Clarke*

BEST COPY AVAILABLE

### *COMMONWEALTH / STATE RELATIONS AND COMMUNICATIONS TEAM*

The Commonwealth / State Relations and Communications Team manages liaisons with Commonwealth, State and Territory training authorities, including the annual vocational education and training planning process. The team manages ANTA's main communications activities, including the training update seminars, the biennial ANTA national conference, *Australian Training* magazine, *Fast Facts* and the Australian Training Awards. The team prepares the *Annual national report* and *Annual performance report*, and also manages the funding of the National Research and Evaluation Committee and of the ANTA key research centres. Other areas of responsibility include providing an executive service to senior management, and providing secretariat support and services to the ANTA Board, CEOs' Committee and the ANTA Ministerial Council.

### *INDUSTRY RELATIONSHIPS TEAM*

The Industry Relationships Team provides a range of services designed to improve the quality and quantity of training undertaken in Australia. It works closely with industry, mainly through industry training advisory bodies, and with State and Territory training authorities. During the year, the team finalised a major review of national industry advisory arrangements. The team also put in place commercial funding strategies with these bodies, whereby they are contracted to deliver specified goods and services. Another major part of the team's work was to assist (together with the National Training Framework Team) in managing the development and implementation of Training Packages. The team's staff work from the authority's Brisbane and Melbourne offices.

### *NATIONAL POLICY TEAM*

The National Policy Team undertakes research and analysis and develops policy, in consultation with key stakeholders, for the national vocational education and training system. The team's work covers the key issues of importance to the system. During the year, the team coordinated the development of *A Bridge to the Future: Australia's National Strategy for Vocational Education and Training 1998-2003*. It monitored the ongoing implementation of New Apprenticeships and supported the authority's involvement with vocational education and training in schools. The team coordinated the authority's contribution to the Review of Higher Education Financing and Policy. It provided advice on the development of a training culture in Australia, and on a national approach to flexible delivery and technology. The team also continued to refine the national approach to equity in vocational education and training, with major work on equity and New Apprenticeships issues.

### *NATIONAL TRAINING FRAMEWORK TEAM*

The National Training Framework Team handles matters relating to the National Training Framework, including the Australian Qualifications Framework and the Australian Recognition Framework. This work is carried out in consultation with State and Territory training authorities, industry, peak bodies and training organisations. The team's work is closely coordinated with the work of other ANTA teams, particularly that of the Industry Relationships Team, to ensure consistency in the introduction of the National Training Framework. The team also provides secretariat services for the National Training Framework Committee. The team's work included facilitating the introduction of the Australian Recognition Framework on 1 January 1998, and overseeing the implementation of the first phase of the National Training Information Service.

### *PERFORMANCE ANALYSIS TEAM*

The Performance Analysis Team oversees the national performance information system for vocational education and training. It analyses the data obtained so that it can be used to develop the national strategy, and for other strategic policy and decision making. The team is also responsible for a large proportion of the work involved in producing volume 3 of the *Annual national report* and *Directions and Resource Allocations 1997*. The team provides executive and secretariat support to the Performance Review Committee and also supports the ANTA Unit Costs Working Group. The team's research and data analysis services were also used for other ANTA projects, including the contribution to the Review of Higher Education Financing and Policy, the development of the key performance measures for vocational education and training and the report of the training culture project.

### *RESOURCE POLICY AND MANAGEMENT TEAM*

The Resource Policy and Management Team manages ANTA's financial and budget operations, including the coordination of the management and financial administration of national programs and national projects. The team provides the authority with human resources services, including the development of policies and practices, the provision of personnel services and the coordination of staff development. During the year, this included developing and implementing the authority's certified agreement for 1998, and a team performance management system to improve the performance of individual staff and of teams. The team provides the information technology system and services that support ANTA's operations (with some outsourcing of specialised functions such as applications development). The team prepares ANTA's biannual business development strategy, which sets out the objectives and tangible outcomes of its projects and ongoing activities.

## ANNUAL NATIONAL PRIORITIES AND ANTA's WORK PRIORITIES

Each year, the ANTA Board approves work priorities for the authority. This process starts with the setting of objectives as part of the national strategy development process[3]. The Commonwealth / State Relations and Communications Team then works with Commonwealth, State and Territory training authorities to develop annual national priorities for the system.

In 1998, the annual national priorities were:[4]

- implementation of New Apprenticeships, including user choice
- expansion of market mechanisms
- implementation of the National Training Framework
- provision of greater opportunities and improved outcomes for underrepresented clients
- value for public expenditure maximised
- outcomes achieved which meet small business needs
- encouragement of a training culture within industry, including to enhance training of the existing workforce
- training to facilitate State / Territory development.

ANTA's nine work priorities use the first seven of the eight annual national priorities (the last one is not directly applicable to ANTA's work), as well as two other focus areas: external arrangements, and efficiency and effectiveness in the authority's operations.

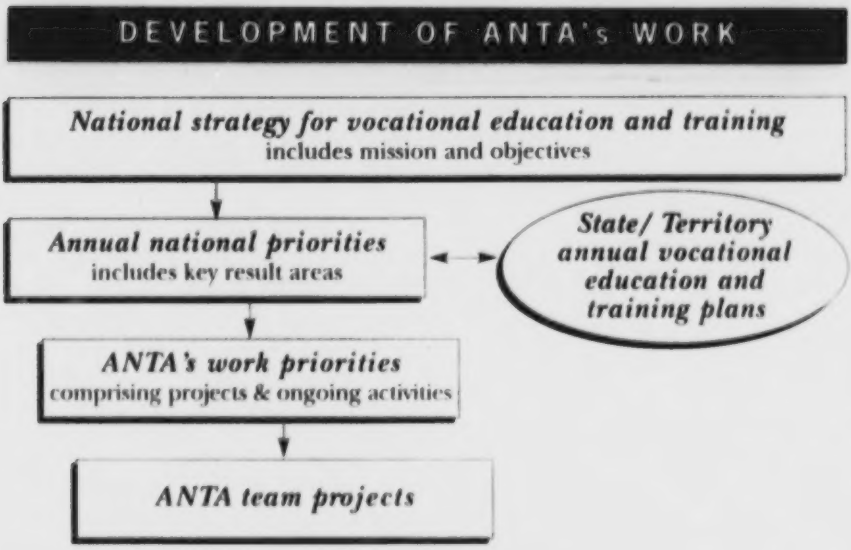
Teams then work to achieve the key results. Their work includes projects (special purpose activities which are developmental and have a limited life span) and ongoing activities (activities which have ongoing relevance and require a continuing commitment of resources).

This process of deriving the authority's work is expressed diagrammatically on the next page.

[3] In May 1997, the ANTA Ministerial Council noted objectives for the national vocational education and training system in the context of considering a paper on the national strategy.

[4] Appendix 2 provides further details of ANTA's work priorities for the year. Appendix 3 is the end of year progress report against the work priorities for 1997-98.

**DIAGRAM 2: DEVELOPMENT OF ANTA'S WORK**


DEVELOPMENT OF ANTA's WORK
National strategy for vocational education and training
includes mission and objectives
Annual national priorities
includes key result areas
State/ Territory annual vocational education and training plans
ANTA's work priorities
comprising projects & ongoing activities
ANTA team projects

## 1. IMPLEMENTATION OF NEW APPRENTICESHIPS, INCLUDING USER CHOICE

### *NEW APPRENTICESHIPS*

The New Apprenticeships initiative reforms and modernises traditional apprenticeships and traineeships, making them more attractive propositions for employers and so increasing the number of people doing them. As a result, apprenticeships and traineeships can be offered in a vastly wider range of occupations and industries than previously. These include new and expanding industries such as telecommunications, entertainment, hospitality and information technology.

Development of New Apprenticeships (initially referred to as the Modern Australian Apprenticeship and Traineeship System) began in 1996. During the previous year, early work undertaken by an industry reference group was continued by the ANTA Board Advisory Committee on New Apprenticeships, which developed the policy framework for New Apprenticeships and implementation arrangements.

Implementation of New Apprenticeships began in January, with 1998 a transitional year. Key steps in implementation (including development of the model training agreement, Training Package endorsement and refinement of the group training-funding model) are covered elsewhere in this report.

**Equity**

A background paper titled *Equity in New Apprenticeships* was prepared and distributed in April. The paper provided a summary of the New Apprenticeships reforms and examined the equity benefits of these reforms. Consultations were conducted with peak bodies and State and Territory authorities to clarify outstanding equity issues, and to determine areas for further work.

As a result, an action plan to progress equity in New Apprenticeships was commenced.

***USER CHOICE***

New Apprenticeships are undertaken as a pathway to a qualification in a Training Package. Employers and their apprentices/trainees are given the capacity to negotiate details of their training through the implementation of a funding mechanism known as 'user choice'. Under user choice, enterprises and individuals can work with registered training organisations to design the training, assessment and qualifications that best suit their needs. For example, they can negotiate:

- the type of qualification a person will receive
- the competency standards to be included in the qualification (within the requirements of the Training Package)
- the training that will be based on the standards, and the sequence of the training
- what will be done on the job, and off the job, and how and when it will be done
- who are the trainers, and who are the assessors
- how the unique nature of an enterprise's operations will be reflected
- how the training will be evaluated.

ANTA had previously funded user choice pilots.

In July 1996, the Ministerial Council agreed to progressively implement user choice during 1997, with full implementation from 1 January 1998[5].

During the year, user choice was progressively implemented in States and Territories. An initial review of the implementation of user choice was undertaken; and the development of a comprehensive evaluation plan commenced.

The ANTA Board's latest report on progress in implementing New Apprenticeships was presented to the Ministerial Council in May.

[5] In May 1997, New South Wales reserved its position on the implementation of user choice. In November, New South Wales announced it would allocate $60 million to public and private providers through genuinely contestable means in 1998. In 1998, all New South Wales trainees and their employers are able to select public or private training providers; and all apprentices and their employers their preferred TAFE college.

### INDUSTRY TRAINING ADVISORY BODIES

Industry advisory arrangements provide advice about demand for training, and skill shortages, in an industry, as well as marketing the benefits of recognised training for the industry. They are the mechanism through which an industry develops Training Packages. Through industry advisory arrangements, representative organisations focus the views of each industry in order to build agreement about the direction of vocational education and training for the industry. As well, they develop and translate into action industry and enterprise support for training.

The arrangements operate primarily through industry training advisory bodies (ITABs), but there are also other recognised industry bodies. The bodies are becoming increasingly involved in the marketing and implementation of Training Packages and New Apprenticeship arrangements, through their State and Territory networks and directly to enterprises.

During the year, the Industry Relationships Team finalised a major review of national industry advisory arrangements. There are now 23 national industry training advisory bodies , five other industry bodies recognised by ANTA to develop and maintain Training Packages, and six enterprise competency standards bodies. The team also put in place commercial funding strategies with these bodies, whereby they are contracted to deliver specified goods and services.

Bodies have been encouraged to diversify their sources of funding, and approaches have been introduced to encourage industry contributions through the matching of contributions to a pre-set level.

### GROUP TRAINING

Group training companies employ apprentices and trainees and rotate them among host employers, who provide them with on the job training. They also organise off the job training for their apprentices and trainees.

As at the end of May, 112 group training companies were publicly funded. Under the joint funding policy agreed by Commonwealth, State and Territory ministers, the Commonwealth (through ANTA) matches State and Territory contributions for group training on a dollar for dollar basis.

During 1997-98, a steering committee (with representatives of Commonwealth, State and Territory training authorities, ANTA, Group Training Australia and industry bodies) undertook work required to implement new national principles for group training previously agreed to by the Ministerial Council.

The committee's work included the detailed development of a new funding approach, the development of preliminary performance standards and the consideration of tendering options. The new funding approach was intended to be fairer and more equitable than the existing system; and to encourage group training companies to increase the numbers of apprentices and trainees employed. In 1997-98 an additional $1,363,250 was provided by the Commonwealth, matched by States and Territories on a dollar for dollar basis, to support the growth in apprenticeship and traineeship opportunities with group training companies.

In November, the Ministerial Council endorsed in principle the new funding approach; and subsequently agreed to the national introduction of the new approach from 1 July 1998.

### *VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS*

1997-1998 was the second year of a four year period covered by guidelines and funding principles established in 1997 for vocational education and training in schools. Under the guidelines (endorsed by the Ministerial Council and by the Ministerial Council for Education, Employment, Training and Youth Affairs), $20m is to be distributed to State and Territory school systems for each of the four years 1996-97 to 1999-2000. These funds are being used to increase the number of students doing vocational education and training programs, for staff professional development, for teaching support materials and for the integration of vocational education and training courses into secondary certificates.

During the year, an estimated 1,200 traineeships and 250 apprenticeships were undertaken by schools students in Australia.

During the year, the guidelines and funding principles were reviewed to ensure that funds are used to increase vocational education and training opportunities in schools, particularly for New Apprenticeships in schools utilising Training Packages.

### *AUSTRALIAN STUDENT TRAINEESHIP FOUNDATION*

In December, a new board reviewed the objectives and directions for the Australian Student Traineeship Foundation. The foundation's revised role is to:

- enhance communication with program coordinators and stakeholders
- encourage greater industry leadership of vocational education and training in schools
- provide greater support to small to medium enterprises participating in vocational education and training in schools programs
- extend programs to students in years 9 and 10
- pursue quality and sustainability in all programs.

## 2. EXPANSION OF MARKET MECHANISMS

### *FLEXIBLE DELIVERY*

'Flexible delivery' describes a range of approaches that provide the vocational education and training that employers and learners want, when they want it, at a convenient location and using a variety of approaches and resources.

During the year, several projects were completed relating to models of activity based costing, national cooperation in standards for technology, managing human networks and staff development. Action was then taken to make use of the project results. Examples of flexible delivery in the State and Territory systems were also researched and documented.

In November, the NET*Working '97 National Flexible Delivery Conference was held. This was both a physical event and a six week, internet based, online conference.

Flexible delivery activity during the year was managed by the EdNA VET Advisory Group (the national reference group for flexible delivery) together with a representative working group. This arrangement successfully combined teamwork with consultation.

An action plan was also prepared in early 1998 to make progress on the emerging priorities of infrastructure development, online product development, staff development and change management.

### *MANAGEMENT ENHANCEMENT TEAM APPROACH*

The Management Enhancement Team Approach (META) is a staff development process designed for vocational education and training managers, and specifically for TAFE managers. It is a response to a recognised need to lift management performance in vocational education and training, and is now being used widely outside the TAFE system.

META can be accessed online, via the internet. META online convenor training was conducted throughout the year, and a users' guide developed to support online use.

The management of META was contracted to Chisholm Institute of TAFE, Barton Campus, for a three-year period. The institute will continue to develop resources, train convenors and undertake projects to increase use of META by the vocational education and training system.

### *FRONTLINE MANAGEMENT INITIATIVE*

The Frontline Management Initiative (FMI) aims to help organisations improve their performance by developing the competency of their frontline managers. The initiative's major resource is a kit that includes units of competency, assessors' and participants' guides and an electronic directory of resources.

In December, publication rights to the initiative's resources were contracted to Prentice Hall of Australia Pty Ltd.

Work continued on enhancing the existing materials to incorporate feedback from the pilot sites, and particularly from small businesses. Learning guides for each unit of competency and an assessment pack were also developed. Work also continued on developing the materials in an online format.

During the year, an increasing number of enterprises took up the initiative, and many industries incorporated the FMI framework into their Training Packages.

## *NATIONAL STAFF DEVELOPMENT PROJECTS*

In addition to META, three main staff development projects were conducted during 1997-98.

### Framing the Future

The Framing the Future initiative aims to help people in industry and the vocational education and training system to understand and use Training Packages, the Australian Recognition Framework, New Apprenticeships, user choice and other major vocational education and training initiatives.

During the year, 194 people undertook adviser training. Advisers work with their own organisations (and with others as required) to explain the initiatives. Forty two workbased projects were funded, involving more than 900 people and representing approximately $1.4 million of staff development activity. The Framing the Future website was visited over 6000 times.

An external evaluation of Framing the Future showed that the project 'exceeded all goals and expectations', that it was a 'very cost-effective approach' and that it 'delivered a high level of customer service'.

### *Working towards 2010* staff development resource kit

During the year, the *Working towards 2010* staff development resource kit was published and widely distributed, and was also available online through the ANTA website. The kit uses case studies to present options for flexible delivery.

### *Data matters* staff development resource kit

During the year, the *Data matters* staff development resource kit was prepared. It will be published early in the new year and distributed throughout Australia. The kit is designed for users of management information systems and builds on the experiences of users of the Australian vocational education and training management information and statistical standards.

## *TRAINING MARKET*

As other sectors of the economy are exposed to greater market forces, vocational education and training – which is an intrinsic part of the success of other sectors – is increasingly under the same pressures for market reform. At the same time, increased expectations from consumers for greater choice and flexibility of goods and services has also pressured the vocational education and training system to be more oriented toward meeting the needs of its clients.

### *Developing the training market for the future*

During the year, consultations were concluded on the discussion paper *Developing the training market for the future*. This paper had been requested by the Ministerial Council in November 1996 to be the basis for consultations with key stakeholders in the vocational education and training system.

The report of the consultations was provided to Ministers in late 1997. The report acknowledges that clients of the system increasingly see themselves as consumers with needs to be met. This raises many issues which are now in the process of being worked through, including the nature of products to be provided, how prices are set, who pays, and how products and services can best be delivered to clients.

These issues are central to New Apprenticeships, user choice, the National Training Framework and the National Training Information Service (which provides essential market information). Issues raised in the consultations have also be addressed in the national strategy.

### *DEMAND FOR VOCATIONAL EDUCATION AND TRAINING*

During the year, a project was undertaken to estimate current and future demand for vocational education and training. This involves analysing factors that influence demand, and attempting to quantify the extent and pattern of demand. The results of this project have been used to develop the national strategy, and to provide input to the development of the second key performance measure, which compares the current stock of skills to the levels desired by industry.

Work was commissioned to compare Australia's qualification profile to those of other selected countries, to examine the contribution of vocational educational qualifications to Australia's international competitiveness and to estimate future Australian industry demand for qualifications. As well, estimates of future demand for vocational education and training places were also made.

## 3. IMPLEMENTATION OF THE NATIONAL TRAINING FRAMEWORK

The National Training Framework has two components: Training Packages, and the Australian Recognition Framework.

The National Training Framework Committee advises the ANTA Board on policy and implementation issues around the National Training Framework; and it endorses Training Packages. The work of this committee is covered elsewhere in this report. During the year, the National Training Framework Team provided policy and administrative support to the National Training Framework Committee. The team developed policy and implementation strategies for the National Training Framework and facilitated the introduction of the Australian Recognition Framework on 1 January 1998.

### *TRAINING PACKAGES*

By the end of the year, 17 Training Packages had been endorsed by the National Training Framework Committee. Sixteen industry packages were endorsed for the telecommunications, aeroskills, hospitality, retail, administration, transport and distribution, meat, agriculture, pulp and paper, finance, correctional services, information technology (client support), horticulture, tourism, racing and veterinary nursing industries. One enterprise package (for Chubb Australia) had also been endorsed. Three more packages were in the process of being endorsed.

Support materials such as New Apprenticeship booklets were being developed to support the implementation of the packages, and New Apprenticeships. Workshops were also conducted at regular intervals for industry representatives, on the development and use of packages.

During the year, several steps were taken to improve the quality of development and endorsement processes for Training Packages. All State and Territory training authorities were involved in evaluating packages, with the National Training Framework Committee, ANTA and Training Package developers benefiting from the increasing body of experience.

**Workplace communication in Training Packages**

During the year, the Industry Relationships Team managed the Workplace communication in Training Packages project. In 1997-98, the Department of Employment, Education, Training and Youth Affairs provided funding of $1.5 million for the project.

The project helps identify the need for (and ensure the incorporation of) language, literacy and numeracy skills in Training Packages. The project offers industry training advisory bodies and Training Package developers a literacy consultancy service, to help with the development of packages and language, literacy and numeracy resources. Twenty industry resource development projects were conducted during the year.

Forums held in each State and Territory during May drew an audience of more than 800 participants from TAFE, private providers, industry bodies and enterprises. The forums showcased project activities and enabled interested stakeholders to view draft resources. Professional development videos, produced through the project, were distributed at the forums.

## *AUSTRALIAN RECOGNITION FRAMEWORK*

New arrangements for the national recognition of vocational education and training - known as the Australian Recognition Framework (ARF) - came into effect in January. The ARF is a major joint government initiative to streamline vocational education and training recognition processes and ensure that skills and qualifications are recognised across Australia. It is underpinned by strengthened quality assurance measures, including nationally agreed registration requirements and rigorous monitoring and audit processes.

The Ministerial Council agreed to the detailed ARF arrangements, including national principles, standards and protocols, in November. ANTA provided funding to States and Territories during the year to support implementation of the ARF, including reengineering of related systems, procedures and processes. Work was also undertaken to develop associated national accreditation principles and national assessment principles, which were endorsed by the Ministerial Council in May.

The *ARF Arrangements* document agreed by the Ministerial Council (and a short summary publication) were published by ANTA in early 1998 and made widely available to key stakeholders. Copies were also made available to support State and Territory marketing efforts.

Further work was also undertaken in conjunction with the Department of Employment, Education, Training and Youth Affairs, State and Territory training authorities and industry to address a range of transitional issues. This work was primarily undertaken through the ARF Transitional Issues Group and the National Training Framework Committee. Issues addressed included deeming and registration arrangements, the role of industry, audit arrangements, the development of a monitoring and evaluation strategy, the development of guidelines to support customisation of courses, marketing strategies and a range of related administrative matters.

### *AUSTRALIAN QUALIFICATIONS FRAMEWORK*

The Australian Qualifications Framework (AQF), which was introduced in January 1995, covers all qualifications from senior secondary school certificates to doctorates. Of the 12 qualifications which make up the AQF, six are usually issued by the vocational education and training system.

In order to reflect the advent of Training Packages, and following an extensive consultation process, the *Australian Qualifications Framework Implementation Handbook* was updated and made available in printed form and through the internet.

### *NATIONAL TRAINING INFORMATION SERVICE*

The National Training Information Service (NTIS) is a database of authoritative information about Training Packages, competency standards, registered training organisations, accredited courses and qualifications. It is available on the internet. The NTIS is an essential support for the implementation of the National Training Framework.

ANTA, in cooperation with State and Territory training authorities, keeps the database current. During the year, consultants working with the National Training Framework Team further developed the NTIS to include information about supporting resources and projects under development, and to provide links to training providers. A more user-friendly interface to the NTIS was also developed.

State and Territory training authority data entry personnel were trained in the use of the NTIS. A template was finalised for electronically uploading Training Package information onto the NTIS.

During the year, the NTIS database was made publicly available via the internet.

### *INDUSTRY BASED ASSESSMENT*

In 1996 and 1997, a range of models for industry based assessment was developed and presented in the *Guidelines for Training Package Developers*. The Australian Recognition Framework (which came into effect in January) changed the assessment environment, one such change being the creation of assessment only registered training organisations.

During the year, work focused on addressing assessment issues outstanding in this amended environment, to ensure the most effective operation of the National Training Framework. This included ensuring (through documentation and advice to Training Package developers) that Training Packages have the quality and depth to support quality assessment processes and outcomes.

Research was commissioned on issues around the grading of results in the vocational education and training system, and on approaches to grading policy that support effective national mutual recognition. Schools were advised about grading issues relating to the vocational qualifications issued to their students.

Approaches were developed to support the recognition of prior learning (also called recognition of current competency) within Training Packages, particularly for the existing workforce.

The implementation of the Australian Recognition Framework and of Training Packages was monitored, to establish the impact on assessment practices, outcomes and quality.

## 4. PROVISION OF GREATER OPPORTUNITIES AND IMPROVED OUTCOMES FOR UNDERREPRESENTED CLIENTS

### *EQUITY*

In recent years (and continuing many years of similar action), the Ministerial Council has emphasised the need for the vocational education and training system to provide for the needs of disadvantaged Australians. Most recently, the national strategy set as an objective the achievement of equitable outcomes.

The current shift towards a market oriented vocational education and training system has resulted in a rethinking of approaches to equity issues. During the year, priority was given to policy and planning work to ensure that the major changes now happening take account of equity issues, and that the needs of all Australians are considered when policy is being formulated.

During the year, ANTA staff worked with industry and State and Territory training authorities to implement the principles for achieving equality that were included in the *Equity 2001* report of the previous year. This was done by funding equity initiatives in line with the principles.

The equity development and training innovations component of the national programs allocation continued to provide funds for:

- the Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, the ANTA Disability Forum and the VEET Women's Taskforce
- projects undertaken by industry
- workable solutions by State and Territory training authorities to improve participation in vocational education and training by people from disadvantaged groups, and to help them get jobs.

The authority funded a project officer for the VEET Women's Taskforce, to support the taskforce and to manage a number of national projects to improve participation by, and outcomes for, women in vocational education and training.

A *Stocktake of equity reports and literature in vocational education and training* was done and the results made available on the ANTA website and widely distributed to key stakeholders. In conjunction with the ACTU/Lend Lease Foundation, the *Let's do what: Aboriginal development strategy* document was written. Support was given to the National Aboriginal Sports Corporation of Australia.

In all, programs were funded and undertaken in every State and Territory to encourage equity in vocational education and training.

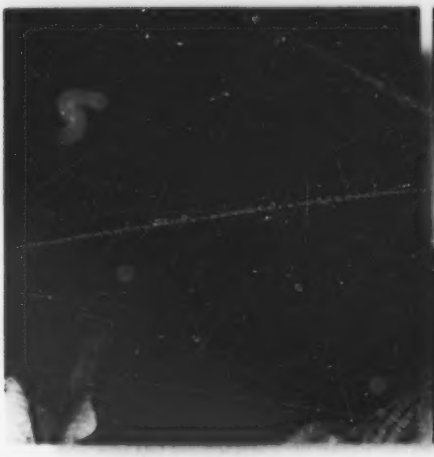
### *ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES' TRAINING ADVISORY COUNCIL*

Early in the year, an agreement was negotiated with Kangan Batman TAFE to administer ANTA's annual contribution to support the Aboriginal and Torres Strait Islander Peoples' Training Advisory Council (ATSIPTAC). This allocation funds a full-time Executive Officer, and provides accommodation and other office infrastructure for the secretariat required to support the work of the council.

In March, ATSIPTAC hosted the Second National Indigenous Peoples' Training Conference, titled Challenging Pathways. The inaugural National Indigenous Peoples' Training Award was decided at the conference. Murrumbidgee College of Agriculture at Yanco, NSW won the award, which was presented by tennis legend Ms Evonne Cawley, AO at the conference dinner.

During the year, ATSIPTAC Chairman Kevin Bromley met with the ANTA Board to provide advice about the vocational education and training system and the needs of Indigenous Australians. The ATSIPTAC discussion papers *New apprenticeship and traineeship opportunities for Aboriginal and Torres Strait Islanders* and *Building pathways: school / industry work placements for indigenous secondary students* were received by the board.

During the year, the council worked with the Aboriginal and Torres Strait Islander Commission, the Department of Employment, Education, Training and Youth Affairs, and State and Territory Governments to build stronger and better coordinated links within the vocational education and training system for Indigenous Australians. The council worked with employment agencies, group training companies, government and industry to increase apprenticeship and traineeship opportunities for Aboriginal and Torres Strait Islander peoples, especially young people.



Keynote speaker at ATSIPTAC's conference Terry Moran, ANTA CEO, gave ANTA's perspective on where training is heading

Dance troupe Yulu Burri Ba from Stradbroke Island performed at the conference opening

### *ANTA DISABILITY FORUM*

During the year, an agreement was negotiated with the Queensland Division of ACROD (the national industry association for disability services) to administer ANTA's annual contribution for the ANTA Disability Forum. These funds employ an Executive Officer and cover administration costs for the secretariat required to support the work of the forum. In March, the Executive Officer position became full time.

During the year, the forum established a working group to identify opportunities to address the major underrepresentation of people with a disability in apprenticeships and traineeships; and advised the ANTA Board on the implementation of New Apprenticeships.

Forum Chair Mark Bagshaw met with the ANTA Board to provide advice about the vocational education and training system and the needs of people with a disability.

The forum commenced a major project, titled Leveraging leadership, to educate key decision makers about the situation of people with a disability, and the contribution they could make to the Australian economy were vocational education and training accessible to them.

The forum started developing a national disability strategy for vocational education and training. The strategy will cover issues, directions and workable solutions for increasing outcomes for people with a disability, and will be developed in consultation with disability groups and the vocational education and training system. The strategy will be completed in early 1999.

**The forum helped develop a project brief for a national equity communication strategy, targeting people with a disability, others disadvantaged in the labour market, registered training organisations, employers and State and Territory training authorities.**

*ANTA Disability Forum members at their strategic planning workshop in October*

## 5. VALUE FOR PUBLIC EXPENDITURE MAXIMISED

### *REVIEW OF THE INFRASTRUCTURE PROGRAM*

In September 1996, the Ministerial Council requested that the infrastructure program be reviewed. The infrastructure program provides Commonwealth sourced capital funding to the vocational education and training system, through ANTA. For the calendar year 1998, the allocation of commonwealth funds for this program is $200m.

The largest component of the program ($180m) provides funds for major capital works projects and equipment acquisition, mostly for TAFE colleges. Capital funds are also provided for industry based skill centres ($10m), skill centres for school students ($5m) and Aboriginal and Torres Strait Islander peoples' facilities ($5m).

During the year, terms of reference for the review were drawn up, and a steering committee established. As part of the general effort to improve the efficiency of the vocational education and training system, the review aims to provide advice on how to use capital funds more efficiently.

The committee, which met twice during the year, is chaired by Mr Geoff Ashton. It comprises senior representatives from four States and from the Department of Employment, Education, Training and Youth Affairs; and also has as members private sector representatives with relevant expertise.

To assist in its deliberations, the committee engaged a consultant to address issues relating to future forms of delivery of vocational education and training and the likely impact of them on infrastructure needs over the next five years, as well as details of current commitments to (and planned expenditure on) major infrastructure projects over the same period.

The committee aims to report to the Ministerial Council at its November 1998 meeting.

### *DATA ANALYSIS*

The Performance Analysis Team provided research and data analysis services for many ANTA projects during the year, including ANTA's submission to (and response to) the West review of higher education, the development of the national strategy, the development of the key performance measures for vocational education and training and the report of the training culture project.

During the year, the team conducted forums for ANTA staff and other interested people, to discuss the findings from recent data releases and consider the likely policy implications. The team thoroughly analysed the results of the joint ANTA / DEETYA commissioned surveys *Employer training expenditure (July 1997)*, *Employer training practices (February 1998)* and the *Survey of education and training (June 1998)*. Other surveys conducted by the Australian Bureau of Statistics were analysed and disseminated as they became available.

### *BEST PRACTICE*

During the 1997 calendar year, a total of 44 projects demonstrating best practice were funded through State and Territory training authorities.

These projects were completed in early 1998 and the results made available to the vocational education and training system.

The next round of projects demonstrating best practice was approved in late June, with a total of 23 projects approved. These projects are in three categories (client responsiveness, training and educational effectiveness, and management effectiveness and efficiency). Projects will be conducted in all States and Territories.

Examples of the 1998 demonstrating best practice projects include:

- demonstrating current best practice in the delivery of the Diploma of Hospitality (Management) (a project run by the Holmesglen Institute of TAFE in Victoria)
- Maximising outcomes: the link between industry strategic objectives and vocational education and training (with Linda Wise and Associates Pty Ltd)
- best practice in small business furnishing careers (with the Furniture Industry Association of Australia (NSW) Ltd).

The Australian Training Provider of the Year Award was sponsored in 1997 and again in 1998, as an example of best practice.

### UNIT COSTS AND PRICING

During the year, the Performance Analysis Team supported the ANTA Unit Costs Working Group by working with State and Territory training authorities to establish costs and prices of vocational education and training system products and services. At the request of the Ministerial Council, the working group developed pricing principles for diverse products under user choice. These principles were distributed to chief executive officers in October 1997. A report that assessed resource allocation models for use with flexible delivery arrangements was also prepared.

Other costs and pricing work included initial research into the cost of assessment using Training Packages, analysis of the costs of vocational education and training in schools, and support for the Performance Review Committee's concerns about the robustness of pricing principles under a purchasing framework based on outputs.

### KEY PERFORMANCE MEASURES

During the year, the Performance Review Committee (which includes representatives from each State and Territory training authority) proposed seven key performance measures for the vocational education and training system. These measures focus on system outputs, and outcomes for clients. They are measures of the performance of the system in spending the large sums of public money devoted to it, and are based on the needs for value for money, public accountability and the efficient and effective use of resources.

In November, the Ministerial Council endorsed the proposed measures, subject to an assessment of the cost implications for States and Territories of implementing the measures. The committee subsequently developed an implementation plan addressing cost implications, and detailing the tasks and timelines required to implement the measures. The Ministerial Council endorsed this plan in May 1998. Implementation of the key performance measures will occur progressively, with full reporting against the measures occurring from 2001 for the year 2000.

In September, ministers endorsed the *1996 Benchmarking VET Report*. This report is volume 3 of the 1996-97 *Annual national report* and provides an accurate account of the performance of the vocational education and training system during 1996. The report provides a detailed assessment of performance by State and Territory training authorities against the nationally agreed key performance measures.

The Performance Analysis Team (under the guidance of the Performance Review Committee, and through a contract with the National Centre for Vocational Education Research [NCVER]) coordinated preparation of the *Benchmarking VET Report*.

During the year, using a similar process to that used for the 1996 publication, the 1997 publication (renamed the *1997 VET Performance Report*) was prepared. This report is expected to be considered by the Ministerial Council late in 1998.

### *INFORMATION SYSTEMS DEVELOPMENT*

During the year, the Performance Analysis Team contributed to a review (overseen by the National Advisory Committee on Vocational Education and Training Statistics) of current efforts to collect statistical information about the vocational education and training system. On completion of the review in early 1998, the committee proposed an integrated national vocational education and training statistical information program. The program aims to ensure that useful, reliable and consistent information about the system is collected and available. The committee also reviewed and revised the standard against which information about registered training organisations, and training contracts, is collected nationally.

The team also established a database of statistical information, reports, and survey data. This was updated regularly, as the results of surveys and other statistical collections became available.

### *MAINTENANCE OF EFFORT / GROWTH THROUGH EFFICIENCES*

Under the 'maintenance of effort' provisions in the original ANTA Agreement, States and Territories were required to maintain their level of contribution to vocational education and training over the life of the Agreement. During the second half of 1997, the authority liaised with State and Territory officials to determine (with the help of the National Centre for Vocational Education Research auditors) whether maintenance of effort obligations had been satisfied during 1996. The authority's assessment of 1996 maintenance of effort outcomes was published in its analysis of State and Territory vocational education and training plans *(Directions and Resource Allocations 1998)* which was considered by the Ministerial Council in November.

Under the revised ANTA Agreement (1998-2000), the principle of growth derived from efficiencies replaced the maintenance of effort provisions. During the first part of 1998, the authority liaised with States and Territories to prepare reports on their plans for achieving growth through efficiencies in 1998. The reports from each jurisdiction (with the exception of the Australian Capital Territory) were considered and endorsed by the Ministerial Council in April. Ministers were expected to consider the ACT's report early in the new year.

## 6. ACHIEVE OUTCOMES WHICH MEET THE NEEDS OF SMALL BUSINESS

### *SMALL BUSINESS*

During the year, ANTA built on the feedback gained from the previous year's extensive consultations on the training needs of small business.

Small business requirements are prominent in the national strategy, endorsed by the Ministerial Council in May. Small business also benefits from the introduction of new initiatives that include New Apprenticeships, user choice and the National Training Framework. These initiatives aim to deliver more flexible, responsive and accessible vocational education and training for small business.

During the year, the authority contributed to an intergovernmental committee examining training approaches to small business. A scoping report was undertaken on small business training issues, and prior research and literature on small business training needs was compiled.

During the year, a Business Services Industry Training Advisory Body was created. It has a specific brief to cover small business training issues.

## 7. ENCOURAGEMENT OF A TRAINING CULTURE WITHIN INDUSTRY, INCLUDING TO ENHANCE TRAINING OF THE EXISTING WORKFORCE

### *TRAINING CULTURE*

In May 1997, the Ministerial Council established a national working group (of ANTA, Commonwealth, State, Territory and industry representatives) to develop an approach to promoting a training culture in Australia.

ANTA funded the Queensland Department of Training and Industrial Relations to manage the work of the group. The working group, chaired by Professor Ken Wiltshire, AO ( JD Storey Professor of Public Administration at University of Queensland) met several times and presented a report, through the ANTA Board, to the Ministerial Council in May.

To support the group, an international literature search was undertaken by Deakin University and a series of industry and community focus groups conducted by KPMG Consulting Pty Ltd.

The working group report identified five areas to be addressed if Australia is to build a training culture, and identified broad strategies for each. The five areas identified are:

- enabling industry
- a seamless post secondary system
- a nationally consistent careers advisory service
- research, development and innovation
- a national communications strategy.

The Ministerial Council agreed that the ANTA Board provide further advice on initiatives proposed.

## KEY EXTERNAL ARRANGEMENTS AND PROCESSES

### *ANTA AGREEMENT*

ANTA was established by the *Australian National Training Authority Act 1992*, after an agreement by Commonwealth, State and Territory Governments (known as the ANTA Agreement) to establish a national focus for vocational education and training, with strong industry input.

In September, the Ministerial Council (without the South Australian Minister, due to the election in that State) agreed to the basis for a revised ANTA Agreement for the period 1998-2000. This was encapsulated in the ministers' joint statement and memorandum of understanding.

In November, the Ministerial Council discussed the revised ANTA Agreement; and in April noted that all States and Territories had by then endorsed the proposed new ANTA Agreement for 1998-2000, as well as the agreed framework for growth derived from efficiencies.

The major revision to the ANTA Agreement is the specification of the new planning and accountability arrangements, based on:

- the national strategy
- annual national priorities
- State and Territory planning arrangements, as part of the national response to the national strategy and annual national priorities
- the *Annual national report.*

The ANTA Agreement is provided in full in Appendix 1.

### *NATIONAL STRATEGY FOR VOCATIONAL EDUCATION AND TRAINING 1998-2003*

Under the *Australian National Training Authority Act 1992*, the Ministerial Council is responsible for determining the national strategic plan for vocational education and training, based on advice from the ANTA Board. The board is responsible for developing the national strategy, in consultation with key stakeholders. The first *National Strategy for Vocational Education and Training: Towards a Skilled Australia* was released in 1994 for the years 1994-1997.

During the year, a national strategy for the period 1998-2003 was developed. First, the Ministerial Council agreed to a structure for the national strategy, including a mission statement for vocational education and training and objectives for the national system. A draft strategy was developed from these, and used to help focus discussions during the consultation period.

In April, State and Territory training authorities and departments hosted public consultations on the draft, which was also circulated to a range of interested parties. Comments and submissions received were used to prepare a final proposed strategy. A report on the consultations, summarising comments made and submissions received, was subsequently prepared.

The *National Strategy for Vocational Education and Training 1998-2003: A Bridge to the Future* was endorsed by the Ministerial Council in May. It analyses economic, industrial and social forces for change and their implications for vocational education and training over the next five years. It sets out a vision for vocational education and training aligned with the key objectives for the system as agreed by the Ministerial Council, and strategies to ensure that these objectives are achieved.

The national strategy also identifies outcomes that should result from its implementation. When the annual national priorities, national key result areas and key performance measures are next reviewed, they will be aligned as appropriate with these outcomes; and progress at the time against the outcomes will also be considered during any reviews.

Several reporting papers about elements of the national strategy were also made available through ANTA. The papers outlined in detail the main issues that underpin the strategy.

### *ANNUAL NATIONAL REPORT*

The *Annual national report* is specified as a planning and accountability arrangement in the ANTA Agreement. It provides the basis for reporting against the national strategy and national priorities, and against the agreed key performance measures. It is also the mechanism for reporting to the Commonwealth Parliament on the operation of the national vocational education and training system.

During the year, the Commonwealth / State Relations and Communications Team compiled volumes 1 and 2 of the 1996-7 edition of the *Annual national report* (from Commonwealth, State and Territory contributions), and the Performance Analysis Team coordinated the compilation of volume 3. The report was tabled in Parliament in October.

### *ANNUAL VOCATIONAL EDUCATION AND TRAINING PLANS*

Under the revised ANTA Agreement, annual national priorities and the annual vocational education and training plans of the States and Territories are key devices to ensure the national system is well planned and accountable.

Each year, ANTA's Commonwealth / State Relations and Communications Team (in consultation with the Commonwealth, States, Territories and key industry representatives) prepares a statement of annual national priorities (including national key result areas) for vocational education and training, based on the national strategy. Once the priorities are endorsed by the Ministerial Council, States and Territories respond to them in their annual vocational education and training plans.

Commonwealth funds for vocational education and training are released to State and Territory governments after the Ministerial Council agrees to the State or Territory plan.

The 1998 State and Territory plans comprised:

- the State or Territory response to the annual national priorities
- activity tables showing the outcomes to be achieved by industry, and by the level of training.

In November, ANTA completed analysing the 1998 plans and provided its report, *Directions and Resource Allocations 1998*, to the Ministerial Council. The report looked at progress in 1997 against the national strategic directions, identified planned activity levels for 1998, and recommended funding allocations for States and Territories for 1998.

In May, the Ministerial Council endorsed the proposed annual national priorities and national key result areas for 1999. The priority statements, and a set of draft national and State and Territory performance indicators, were developed by the Annual VET Plan Working Group which comprised representatives from the States, Territories, the Commonwealth and ANTA. Key industry groups were also consulted in the development process.

### *REVIEW OF HIGHER EDUCATION FINANCING AND POLICY*

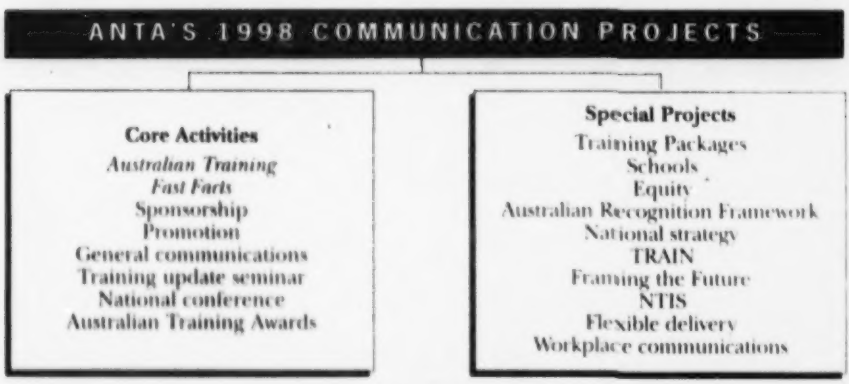
In December 1997, the authority responded to the *Learning for life* discussion paper released by the Review of Higher Education Financing and Policy. Copies of this response were also made available to interested stakeholders, and it was published on the ANTA website.

### *COMMUNICATIONS*

During the year, ANTA developed its first fully integrated communication project to support the implementation of New Apprenticeships, user choice, Training Packages, the Australian Recognition Framework and other key vocational education and training initiatives. At the beginning of 1998, a further communication project was developed. Both projects included core activities and special projects and were successfully implemented during the year.

The following diagram lists the key initiatives in the projects.

**DIAGRAM 3: ANTA COMMUNICATIONS PROJECTS**



**Australian Training Awards**

The Australian Training Awards were held in November in Melbourne. The awards recognise and reward excellence in vocational education and training by individuals and organisations. The awards were attended by almost 1,000 people, including ministers for vocational education and training from every State and Territory, industry and government representatives, and training providers. The guest of honour was the Prime Minister the Hon. John Howard, who presented the Prime Minister's Small Business of the Year Award. Other awards presented were Apprentice of the Year, Trainee of the Year, Vocational Student of the Year, Aboriginal and Torres Strait Islander Student of the Year, Employer of the Year, Training Provider of the Year and the Australian Training Award.

***Australian Training***

Five editions of *Australian Training* were produced during the year, including a special edition following the Ministerial Council meeting in November. The journal provides over 24,000 stakeholders with up-to-date information on national vocational education and training policy directions, initiatives and issues.

***Fast Facts***

The Fast Facts fortnightly fax sheet continued to provide clients with a simple, easy to read update on current events and issues within the vocational education and training system. It was used to alert interested parties about important events, publications, policy decisions and consultative processes which took place.

**Sponsorship**

During the year, 25 organisations received sponsorship to support the development of the vocational education and training system. Some of the events to benefit from sponsorship included:

- a conference on vocational education issues in the Asia Pacific Region, organised by the United Nations Educational, Scientific and Cultural Organization's International Project for Technical and Vocational Education, in Adelaide
- an education for employment conference for TAFE institutes, in Sydney
- an international forum on education in penal systems conference, in Adelaide
- the annual conference of the Australian Council for Private Education and Training, at Broadbeach
- a UNESCO conference on education for the 21st century in the Asia Pacific Region, in Melbourne

Sponsorship of these events was by funding to support the involvement of international speakers, or to help disseminate conference and seminar proceedings throughout Australia.

### Promotion

Advertisements, advertorials, articles and media releases were used to raise the profile of vocational education and support the work of the authority. They were used to inform clients, stakeholders and the broader community of the value of vocational education and training, as demonstrated by the winners and finalists of the annual Australian Training Awards.

### Training update seminars

Two training update seminars were held during the year, to communicate key vocational education and training policies and initiatives to system stakeholders. The July training update seminar was held in Sydney and attracted a capacity crowd of over 800. A video briefing package, based on the day's proceedings, was made available for those unable to attend on the day. A half-day training update seminar was also held in conjunction with the Australian Training Awards in Melbourne in November.

### Special projects

During the year, several special projects were funded, including Framing the Future, the National Training Information Service, Workplace Communications and flexible delivery. A significant special project undertaken was the schools project. An information kit for schools, based on the July training update seminar, was distributed to all secondary schools during the year. It provided teachers with materials on the changing vocational education and training environment and included materials produced in conjunction with the July seminar.

Aboriginal and Torres Strait Islander Student of the Year finalists at the awards. Back row (left to right) Kevin Bromley, John Dickson (finalist Tas), Stuart Hornery, Leroy Eggmolesse (Vic), Terry Moran, Donna Lemon (finalist NT). Front row (left to right) Leonard Ashburton (finalist WA), Clea Brown (finalist Qld), Dr David Kemp, Renee Smith (finalist ACT), Prime Minister John Howard and Victor Rigney (finalist SA)

Anita Van Oene, 1997 Trainee of the Year

Jason Jones, 1997 Apprentice of the Year

National Rail Corporation were named Employer of the Year (from left to right): Julia Young, National Training and Development Manager; Prime Minister John Howard; Robyn Howlett, General Manager of Human Resouces

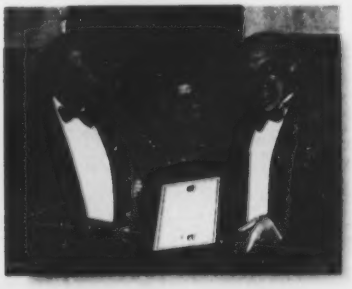
Georgiana Butt, 1997 Vocational Student of the Year

Leroy Eggmolesse, 1997 Aboriginal and Torres Strait Islander Student of the Year

Judith McDonald, proprietor of Scuba Warehouse, winner of the 1997 Prime Minister's Small Business of the Year Award

(From left to right): Stuart Hornery, Dr David Kemp, Prime Minister John Howard, Peter Adamson, Jason Jones

Construction Training Queensland was the winner of the 1997 Australian Training Award. Pictured (from left to right) are Greg Shannon, General Manager, Sue Napier and Merv Lea, Manager for Training and Development



Oliver Clark, College Council President, and Maureen Morton, Director, of Regency Institute of TAFE (SA), the 1997 Training Provider of the Year

(From left to right): Jason Jones, Stella Axarlis, Leroy Eggmolesse

## ADULT AND COMMUNITY EDUCATION

The adult and community education (ACE) sector has a strong tradition of providing lifelong learning opportunities for adult Australians. ACE offers a huge variety of courses, using approaches that involve participants in decisions about the management, content, style and delivery of their learning. An estimated one million Australians from all backgrounds do ACE each year.

In response to their clients' needs, many ACE providers are registered training organisations offering training toward a nationally recognised qualification. This vocational role does not diminish their important contribution to leisure, self-development and general education.

ANTA supports the ACE sector through the innovation and equity national program. In 1997-98, a range of projects were funded including national consultation on the further education framework developed by the Adult, Community and Further Education Board in Victoria; a series of research and development issues papers; and national promotion of Adult Learners Week.

As in past years, ANTA was advised about priorities for the sector by the Ministerial Council for Employment, Education, Training and Youth Affairs ACE Task Force. The task force's terms of reference include monitoring the implementation of the national policy for adult and community education. The task force includes representatives of each State and Territory supporting agency for the sector and a representative of the Australian Association of Adult and Community Education.

## RESEARCH AND EVALUATION

During 1997-98, links between research and evaluation, and policy, were improved. Several forums and meetings were held to match research with current policy initiatives.

The national research and evaluation strategy, developed by the National Council for Vocational Education Research for the National Research and Evaluation Committee, was released in July. Around 50 research projects based on the national strategy were begun in 1997-98. Of the projects done in 1997-98, over half were about the economic and social implications of vocational education and training, and about pathways from school to work. Other projects covered the outcomes of vocational education and training, and future issues affecting vocational education and training. A dissemination strategy to maximise the impact of vocational education and training research was also developed, to be implemented in 1998.

**ANTA key research centres**

ANTA fully funds key research centres to:

- provide information and expertise to the authority, in order to inform vocational education and training policy
- disseminate research results
- promote links between vocational education and training researchers.

Each centre has a unique area of expertise, and together they provide a diverse range of approaches and advice.

*Centre for Economics of Education and Training*

The Centre for Economics of Education and Training is a joint undertaking between Monash University and the Australian Council for Educational Research. The Centre Director is Professor Gerald Burke. In 1997-98, the research program focused on:

- the changing demands of the economy and society for vocational education and training
- the relationship of that demand to the supply of vocational education and training
- efficiency and effectiveness in the provision and distribution of vocational education and training
- markets and public planning in the funding, provision and distribution of vocational education and training.

*Centre for Research and Learning in Regional Australia*

The Centre for Research and Learning in Regional Australia is based at the University of Tasmania. It aims to enhance the effectiveness of learning in regional Australia. The Centre Director is Dr Ian Falk. In 1997-98, the research program focused on rural and regional issues in relation to:

- the changing nature of work
- small business
- the school to work transition
- access and equity issues.

The centre's core research program (again from a rural and regional perspective) also covers issues to do with adult education and training processes.

*Research Centre for Vocational Education and Training*

The Research Centre for Vocational Education and Training is based at the University of Technology, Sydney. The Centre's Director is Professor Rod McDonald. The centre's main area of expertise is workplace learning and assessment. In 1997-98, the research program focused on:

- industry training and employment
- competency-based training and assessment
- professional development
- access and equity and vocational education and training.

## NATIONAL PRINCIPLES AND PROTOCOLS FOR COPYRIGHT

Management of copyright as it affects the work of the authority is currently vested in a number of different bodies including ANTA, the Commonwealth, States and Territories and, in some cases, industry bodies.

During the year, efforts continued to find a way to ensure a consistent, workable approach to copyright. National principles and protocols were drafted and were given effect in the establishment of the AEShareNet project. $47,812 of national project funding was expended on this work during the year. AEShareNet is a proposal to establish, through national cooperation, an online system for transacting copyright licences in vocational education and training materials. It is planned to finalise this project in late 1998.

## SECRETARIAT AND EXECUTIVE COORDINATION

During the year, Secretariat organised and managed 17 major national meetings for the authority comprising three ANTA Ministerial Council meetings, ten ANTA Board meetings and four ANTA CEOs' Committee meetings.

The work of Secretariat and Executive coordination also included:

- coordinating and preparing a substantial volume of briefing packages for incoming ministers, State and Territory CEOs, other government departments and the Senate Estimates Committee
- monitoring Parliamentary proceedings for their impact on ANTA and the vocational education and training system
- improving the processes to enable the efficient collation and dispatch of papers for ANTA CEOs' Committee meetings, using email.

## PARLIAMENTARY PROCESSES

During the year, staff appeared before one House of Representatives inquiry relating to the role of the institutes of TAFE; and before four hearings of the Employment, Education and Training Senate Legislative Committee. Briefings, submissions and responses to parliamentary questions and questions on notice were also prepared.

## *INTERNATIONAL ACTIVITIES*

During the year, the authority hosted a total of 52 international guests, an increase of 20 from the previous year. The majority of the visitors came with two large delegations from the People's Republic of China and from Germany. Major areas of interest for all international visitors included ANTA's role in Australia's vocational education and training system; and current developments, such as New Apprenticeships and Training Packages.

In November, the authority provided an escort officer for a group of 16 German vocational education and training delegates visiting Australia as part of the Carl Duisberg Gesellschaft study group. During their stay, the group visited several capital cities and training institutions to learn how vocational education and training is delivered in Australia.

*Members of the German delegation with ANTA CEO Terry Moran*

A profile of the types of international visitors is provided in the below table.

**TABLE 1: INTERNATIONAL VISITOR PROFILES**

| Date of visit | Country | Delegation / organisation | No. of guests |
|---|---|---|---|
| 20/8/97 | Korea | Korean Labor Institute | 2 |
| 21/8/97 | USA | George Washington University | 1 |
| 28/8/97 | Germany | Central Office for Foreign Education in the Secretariat of the Standing Conference of the Minister of Education and Cultural Affairs | 1 |
| 17/10/97 | Sri Lanka | Ministry of Vocational Education and Rural Industries | 1 |
| 22/10/97 | China | Continue Education Administration Delegation 7 | 24 |
| 4/11/97 | Germany | Carl Duisberg Gesellschaft delegation of German vocational education and training experts | 15 |
| 26/11/97 | South Africa | South African Institute for Distance Education | 1 |
| 4/12/97 | USA | National Centre for Vocational Education Research, University of California | 1 |
| 25/2/98 | Japan | Exchange officer with Department of Employment, Education, Training and Youth Affairs | 1 |
| 17/3/98 | Singapore | Manpower Development Division, Singapore Tourism Board | 2 |
| 24/3/98 | Bahrain | Ministry of Labor and Social Affairs | 2 |
| 28/4/98 | France | Division of Employment, Education, Labor and Social Affairs, OECD | 1 |

## DEVELOP THE AUTHORITY'S STRUCTURE AND SYSTEMS TO FACILITATE ACHIEVEMENT OF NATIONAL VOCATIONAL EDUCATION AND TRAINING SYSTEM OBJECTIVES

### *BUSINESS DEVELOPMENT STRATEGY*

ANTA's business development strategy is prepared twice a year by the Resource Policy and Management Team. It sets out the objectives and tangible outcomes of each project, and ongoing activity to be undertaken during the six months.

The following are the major achievements of the two business development strategies for the year.

#### Quality Management Council

The Quality Management Council was established in the previous year as an internal group to oversight quality initiatives within the authority. Council members represent all levels of staff and are appointed for a 12 month term.

The council:

- sets priorities for corporate improvement projects and establishes corporate improvement project teams
- reviews project progress, considers outcomes and (where appropriate) recommends further action.

During the year, the Resource Policy and Management Team (working with the council) developed a team performance management system to improve the performance of individual staff and of teams. Performance is considered in terms of the quality of outcomes of work, relationships with clients, the management of resources and preparedness for future directions. Under the system, a team accountability plan is developed using a team planning process. A plan outlines a team's mission, goals, strategies and performance measures, and is aligned to ANTA's work priorities and corporate directions.

The system includes better planning processes, and ways to recognise and reward incentive shown by individuals and by teams. The system will be fully implemented from the beginning of the new year.

#### Human resources

The Resource Policy and Management Team provides human resources services, including the development of policies and practices, the provision of personnel services and the coordination of staff development.

In accordance with the *Workplace Relations Act 1997*, ANTA established a Workplace Consultative Committee, with representation from management and staff.

Working with the committee and with the ANTA Board, the Resource Policy and Management Team developed and implemented the authority's certified agreement for 1998.

A workplace diversity policy, incorporating ANTA's equal employment opportunity policy, was developed for implementation in August 1998.

The graduate development program was reviewed during the year. Subsequently, the Public Sector Management Course was introduced as part of the program.

**Information technology**

The Resource Policy and Management Team provides the information technology system and services that support ANTA's operations. There is some outsourcing of specialised functions such as applications development.

During the year, a revised information technology strategic plan was developed for 1998-2000. The plan recommends measures to improve efficiencies in ANTA's information technology and other office systems, including rationalising architectures and platforms for core business systems; increasing the bandwidth available to desktop computers; and developing ways to rout documents from one person to another through the computer network. Significant progress was made during the year in implementing these measures.

**Financial management information system**

The authority's financial management information system was improved during the year, with the installation of new software in June. The new software incorporates VISION, an executive information system. VISION will improve the reporting abilities of the system, including its ability to prepare end-of-year financial statements.

**Accrual based budget implementation**

The authority aims by 1999-2000 to be working within a total accrual accounting environment, with accrual based funding being provided by the Commonwealth. This will streamline financial reporting and link activities during the year to financial management and results. Preparatory work was done during the year, including identifying major planned outcomes for 1998 - 99 and applying costs to the authority's activities.

**Risk and fraud assessment**

During the year, a risk assessment of ANTA was conducted. A fraud control plan was then developed to address the areas of risk identified. The fraud control plan proposed several strategies to be implemented during the twelve months to December 1998. These strategies were adopted and implementation commenced. The plan will be regularly reviewed and updated.

**Database for managing ANTA contacts**

During the year, software for managing ANTA contacts was under development. Called DACANTA (Database for the administration of contacts for ANTA), it makes available to all staff (in an easy-to-use format) contact information on organisations and committees (and people associated with these), as well as consultants and contractors. The software will ensure that ANTA staff is kept up-to-date on day-to-day external contacts with clients and stakeholders.

**Competency standards for senior management and staff**

Competency standards for senior management based on National Training Framework guidelines, were drafted during the year. Standards address the need for senior managers to achieve excellence in policy development, system planning and program management; on the need to create conditions conducive to learning and continual improvement; and on the need to focus on service delivery. The standards will be used to identify the professional development needs of senior managers, and to support career planning by staff at levels below senior management level.

**Continuous learning staff presentations**

In an effort to ensure that staff are aware of current ideas and thinking in vocational education and training, the following presentations were made to ANTA staff during the year:

- Learning in the workplace, and current trends in training by business in the US (Dr. Michael Marquardt, Professor, George Washington University and President of Global Learning Associates)
- US trends in training (John Heindel, Boeing Aircraft Corporation)
- ATSIC report: The job ahead (Dr John Taylor, Australian National University)
- Skill standards and industry: A report on US approaches to competency standards (Raju Varanasi)
- OECD's role in education and training (Andreas Schleicher, Organisation for Economic Co-operation and Development)
- Training Packages (Ken Firth and Keith Wheeler, Box Hill Institute of TAFE)
- Vocational education and training in schools project (Sandra Harrington, Nudgee College, Queensland)
- Labour market trends (Dr Tony Meagher, Monash University)
- Do we need a training or learning culture? (Mr Ian King, BHP)
- Leveraging leadership (Mr Mark Bagshaw, Chair, ANTA Disability Forum)

**Organisational culture staff seminar**

A staff seminar was held in December to further develop an organisational culture focussed on better delivering services through improved communications and information sharing. The seminar developed a values statement for ANTA, which is reproduced on the next page.

**DIAGRAM 4: ANTA STAFF VALUES STATEMENT**

THE STAFF OF ANTA ARE DEDICATED TO FULFILLING ANTA'S ROLE AND TO PROVIDING THE HIGHEST LEVEL AND QUALITY OF SUPPORT TO OUR CLIENTS

**We Value:**

- **Professionalism** and **quality work outcomes** of individuals, the organisation and the vocational education and training system.
- **Creativity, innovation** and **critical thinking.**
- An **equitable workplace** which promotes individual recognition and the ability of individuals to make decisions and provide input.
- **Diversity** of people in ANTA and the breadth of skills, knowledge and expertise, and the contributions they can make to ANTA's achievements.
- **Clear communication channels**, sharing of information and open and on-going feedback on team and individual performance.

**Work management system improvements**

During the year, the authority's work management system was reviewed. All corporate planning and reporting mechanisms were analysed, and opportunities were identified to streamline existing arrangements and ensure that mechanisms ensure accountability and provide quality information. As a result of the review, a simple planning and reporting structure was developed. It will be implemented next year.

**Occupational health and safety**

The Occupational Health and Safety Committee met each quarter to discuss a range of health and safety issues. Occupational health and safety improvements recommended by Comcare have been made by ANTA to ensure compliance with occupational health and safety legislation.

**Records management**

During the year, a new records management policy and archival procedures system was developed for ANTA. This will greatly enhance and streamline operations.



BEST COPY AVAILABLE

### *ANNUAL PERFORMANCE REPORT*

The *Annual performance report* is a requirement of the *Audit Act 1901*. The report adheres to Commonwealth printing standards for documents tabled in Parliament *(Commonwealth publications production guidelines* and *Requirements for departmental annual report* [9]).

All teams contributed to the *1996-97 Annual performance report*, which was tabled in Parliament by the Hon. Dr David Kemp in October. A corrigendum was required, as six items were omitted from Appendix 5. The corrigendum was subsequently tabled in both Houses of Parliament in November.

### *NATIONAL PROGRAMS AND PROJECTS COORDINATION*

The Resource Policy and Management Team coordinates the management and financial administration of national programs and national projects. This work includes:

- developing and reviewing policies, guidelines and administration procedures, in accordance with public sector best practice standards
- reporting on allocations and expenditures to management and to the ANTA Board.

ANTA places a high priority on the efficient and effective management and coordination of national programs and national projects. In order to maintain high standards, national programs and projects procedures and guidelines were revised during the year. The guidelines and procedures were covered in a training program on project management for all staff.

### *MELBOURNE OFFICE REFURBISHMENT*

During the year, the layout of the Melbourne office was changed to improve the use of space and better accommodate staff.

### *LIBRARY*

The management of the ANTA library became a communications responsibility during the year. The Library supplies acquisitions, reference, current awareness, research, interlibrary loans and cataloguing services to ANTA.

During the year, the library purchased, acquired and catalogued over 500 items. Over 200 interlibrary loans were processed and 750 internally generated reference queries and requests for data were satisfied. 600 externally generated information queries were handled by the library. The library supported staff's research and project work by performing over 160 detailed literature and data searches.

The library expanded its role in external information provision and was directly involved in the development of the ANTA home page for the internet.

The library continued its involvement with the national vocational education and training network as the clearinghouse for ANTA publications for the VOCED database.

[9] Both documents published by Department of Prime Minister and Cabinet, March 1994

# APPENDIX 1: AUSTRALIAN NATIONAL TRAINING AUTHORITY AGREEMENT

This Agreement between the Commonwealth, State and Territory Ministers responsible for vocational education and training applies in respect of the years 1998 to 2000 inclusive.

## PURPOSE

1. Vocational education and training is integral to the development of an Australian workforce with the range and depth of skills necessary to increase the productivity and competitiveness of Australian industry.

2. The purpose of this Agreement is to create the basis for a joint partnership between governments and with industry through the development and refinement of a national vocational education and training (VET) system which will:

   i. build a leadership role for industry in national VET decision-making, planning and advisory processes;

   ii. enhance the national recognition framework through national co-operative action;

   iii. achieve the development of a skilled Australian community, including by working with the school sector to expand vocational education and training opportunities in schools and working with the higher education sector to improve pathways, and expanding apprenticeship and traineeship opportunities;

   iv. increase opportunities and employment outcomes for individuals;

   v. define national priorities and outcomes to guide State and Territory directions in the delivery of VET;

   vi. encourage the development of an effective and competitive training market including through an appropriate framework for competency standards, recognition and qualifications;

   vii. encourage a training culture in Australian enterprises and throughout the Australian community; and

   viii. improve the efficiency of the provision of VET around Australia.

3. The underpinning principles to a national approach to VET are:

   i. a spirit of co-operation and a commitment to partnership at a national level by States, Territory and Commonwealth Governments working closely with industry as a key stakeholder;

   ii. a key role for industry in providing leadership and advice, particularly in relation to the ongoing development of the National Training Framework;

   iii. a recognition of the individual needs and characteristics of States and Territories within the context of the need for a national approach to VET;

iv. promotion of clear, nationally shared objectives and goals for VET;

v. clearly defined and complementary roles and responsibilities for all stakeholders; and

vi. transparent and accountable funding arrangements and relationships which reflect the principle of achieving growth through efficiencies.

## KEY OBJECTIVES

4. The key objectives of a national system for VET are:

   i. to equip Australians effectively for the world of work;

   ii. to enhance mobility in the labour market;

   iii to overcome the skill development and recognition problems for target groups;

   iv. to provide maximum value for public expenditure; and

   v. to increase investment in training by industry.

## ROLES AND RESPONSIBILITIES

5. Noting the need to implement arrangements to avoid duplication and overlap, the following roles and responsibilities are agreed.

### *ANTA MINISTERIAL COUNCIL*

6. The Australian National Training Authority (ANTA) Ministerial Council (MINCO) will be the peak national decision making body for vocational education and training. MINCO will maintain a full national co-operative agenda and process.

7. The Council will consist of the Ministers from each State and Territory and the Commonwealth responsible for VET and will be chaired by the Commonwealth.

8. Each State and Territory will have one vote and the Commonwealth will have two votes and a casting vote. All matters will be decided by a simple majority.

9. The functions of the Ministerial Council will include overseeing ANTA and decision making on national strategic policy and planning, including funding, and national objectives and priorities. Other functions of MINCO will include:

   a. agreeing on necessary Commonwealth and State/Territory legislation establishing ANTA and defining the relationship between ANTA, the Ministerial Council and State training agencies;

   b. deciding on the appointment of members of the ANTA Board and their removal;

   c. deciding on the appointment of the chairperson and deputy chairperson of the ANTA Board;

d. endorsing an annual plan for ANTA, which includes planning for efficiencies, work priorities and its proposed expenditure;

e. determining national objectives and priorities for vocational education and training;

f. determining the National Strategy based on advice from ANTA, consistent with agreed national objectives and priorities;

g. determining, in the context of the National Strategy, the principles to be applied for the allocation of funding between States/Territories and for any national programs;

h. identifying and planning for future growth requirements, including demographic growth, and requirements arising from major changes in factors affecting demand;

i. agreeing planning arrangements for the delivery of vocational education and training nationally;

j. ensuring that ANTA operates in an effective and efficient manner;

k. resolving any dispute between ANTA and a State/Territory training agency or any other issue raised by a Minister;

l. giving references to ANTA on other issues of training policy;

m. being accountable to the Commonwealth Parliament for the operation of ANTA and the expenditure of Commonwealth funds; and

n. approving the Annual national report.

***AUSTRALIAN NATIONAL TRAINING AUTHORITY (ANTA)***

10. The ANTA Board will support MINCO in all of its functions and will have the capacity to give effect to industry-led arrangements with a strategic focus to develop and recommend on national policies and strategies, and will exercise the following core roles:

a. development of a draft National Strategy for MINCO;

b. provision of advice to MINCO on annual VET Plans;

c. provision of advice to MINCO, in the context of the National Strategy, of the principles to be applied in the allocation of funding between States/Territories and the release of Commonwealth funds;

d. provision of information and advice to MINCO to assist MINCO to identify and plan for future growth requirements, including demographic growth, and requirements arising from major changes in factors affecting demand;

e. development, management and promotion of the national aspects of the national training framework for training recognition;

f. policy review, evaluation and research on national priorities agreed by Ministers from time to time (ensuring that descriptions of all research documents are circulated promptly and simultaneously to all MINCO members);

g. advising MINCO on the development of key performance measures and reporting objectives;

h. ensuring agreed national data are generated;

i. co-ordinating major national initiatives agreed by Ministers from time to time;

j. with the agreement of the Commonwealth and States/Territories, facilitating co-operation between State/Territory systems and, where appropriate, the Commonwealth on specific matters agreed from time to time; and

k. administration of arrangements for payment of Commonwealth funds to the States and Territories.

11. In discharging its core roles ANTA will consult extensively with relevant stakeholders, and work closely with State/Territory training authorities.

12. The Chair of the ANTA Board will be the principal point of contact between the ANTA Board and members of MINCO.

13. The Board will act as an advocate for encouraging industry investment and involvement in training.

14. Appointment of members to the Board will be determined by MINCO. The composition of the Board will include one large State and one small State/Territory training agency industry representative. The structure of the Board will be reviewed by MINCO at the end of 1998.

15. The ANTA Board will be the accountable authority for its staff and resources and be responsible to MINCO.

***STATE/TERRITORY TRAINING AGENCIES***

16. The principal role of State/Territory training agencies will be to address, within the national framework, training needs and priorities of industry and the community within their State/Territory. In addition to their State/Territory based roles and responsibilities, State/Territory training agencies will be committed to and actively involved in the national VET system through:

a. providing advice to their respective Ministers on significant aspects of the national VET system;

b. participating in the processes for the formulation of national strategic policy, national planning and national objectives and priorities;

c. implementing agreed national priorities and initiatives within the context of State/Territory needs and priorities;

d. administering the national training framework within the State/Territory;

e. consulting with and supporting industry networks at the State/Territory level; and

f. providing advice to the Minister on resource allocation at the State/Territory level and ensuring the effective operation of the training market within the State/Territory.

### *COMMONWEALTH AGENCY RESPONSIBLE FOR VOCATIONAL EDUCATION AND TRAINING*

17. The Commonwealth department responsible for vocational education and training will have the following role in the national VET system:

    a. ensuring that VET is responsive to emerging national economic and social priorities including linkages between skill formation and migration policy and administration;

    b. providing advice to Commonwealth Ministers on all aspects of the national VET system;

    c. participation in the processes for the formulation of national strategic policy, national planning and national objectives and priorities;

    d. administering arrangements for accountability to the Commonwealth Parliament on Commonwealth VET expenditures;

    e. advising the Commonwealth Government on determining the global level of Commonwealth resources for the VET sector;

    f. management of Australia's bilateral relationships with counterpart Governmental agencies, and of Australia's participation in relevant international organisations;

    g. facilitation, with the States/Territories, of co-operation between education and training providers in international marketing;

    h. co-ordinating training aspects of labour market programs within the national VET system planning processes; and

    i. encouraging clear and improved pathways between educational sectors by the provision of advice on linkages between schools, VET and higher education.

## PLANNING AND ACCOUNTABILITY ARRANGEMENTS

18. The planning and accountability arrangements for the national VET system will include the following:

### *NATIONAL STRATEGY*

19. The National Strategy will be a medium term strategic document which focuses on the operation of the national training framework, national objectives, policies, priorities and initiatives. The Strategy will also identify agreed key performance measures for the system.

20. A draft Strategy will be developed by ANTA in consultation with all stakeholders for consideration and approval by MINCO.

***ANNUAL NATIONAL PRIORITIES***

21. A national priorities document will be prepared which provides an annual statement of agreed national priorities based on the National Strategy. This document will identify agreed national priorities for VET together with agreed outputs/outcomes.

22. The priorities document will be developed by ANTA, in consultation with the Commonwealth, States/Territories and key industry parties, for consideration and approval by MINCO.

***STATE/TERRITORY PLANNING ARRANGEMENTS, WITHIN NATIONAL RESPONSE TO ANNUAL NATIONAL PRIORITIES AND NATIONAL STRATEGY***

23. Within the national planning arrangements the content of State/Territory VET planning documents will be a matter for each individual State/Territory to determine. There will, however, be a requirement for States/Territories to respond to the agreed Annual National Priorities and to report on progress against the National Strategy.

24. Each State/Territory will provide an Annual VET Plan for MINCO.

25. Each Annual VET Plan will include the State/Territory's response to the Annual National Priorities and a report of progress against the National Strategy. It will also include an activity table which shows the distribution of VET activity to be achieved annually by industry and level of training. The Annual VET Plan will include an agreed use of Australian Vocational Education and Training Management Information and Statistical Standards (AVETMISS).

26. State/Territory Annual VET Plans will be considered and agreed by MINCO, acting with the advice of the ANTA Board.

***ANNUAL NATIONAL REPORT***

27. The annual national report will provide the basis for reporting against the national strategy and national priorities, including against the agreed key performance measures.

28. The report will be the mechanism for reporting to the Commonwealth Parliament on the operation of the national VET system.

## FUNDING

29. The Commonwealth and the States/Territories will continue to provide funding stability for the national VET system and growth will be achieved through efficiencies. To this end the Commonwealth will maintain current levels of funding in real terms for the duration of this Agreement and States/Territories agree to maintain outputs or outcomes, to be measured on a basis agreed by the Ministerial Council, over the life of the Agreement.

30. The Commonwealth's commitment to maintain current levels of funding in real terms applies to the funding appropriated under the Vocational Education and Training Funding Act 1992 in respect of 1998, amounting to $890.585 million.

31. ANTA MINCO will, on the basis of advice from ANTA in consultation with States/Territories and the Commonwealth, identify efficiencies to assist in releasing funds for growth and system enhancements. Each State/Territory will negotiate bilaterally with ANTA on the scope for growth recognising the capacity for efficiencies within individual States/Territories in the short and medium term and relative cost structures. MINCO will agree the process and guidelines for these bilateral discussions and will agree the outcomes of the discussions.

32. Commonwealth funds will be released on the advice of MINCO following MINCO consideration of and agreement to the State/Territory Annual VET Plans.

# APPENDIX 2: 1997-1998 WORK PRIORITIES

## SYSTEM OBJECTIVES

In May 1997, the Ministerial Council noted the following key objectives for the national vocational education and training system, in the context of considering a paper on the *National strategy for vocational education and training 1998-2003.*

### *1. EQUIPPING AUSTRALIANS FOR THE WORLD OF WORK*

This objective requires the purpose of the vocational education and training system to be clarified, and a training culture fostered within industry. It requires an increase in the flexibility and responsiveness of the system, the further development of competency based training, better links between the system and industry, and for the system to become world class.

### *2. ENHANCING MOBILITY IN THE LABOUR MARKET*

This objective is pursued through the endorsement of Training Packages; and through the registration and quality assurance of training organisations. It requires effective quality assurance mechanisms, the furthering of a genuinely national system with increased flexibility and responsiveness (allowing TAFE providers to be more competitive), and links with other educational sectors.

### *3. ACHIEVING EQUITABLE OUTCOMES IN VOCATIONAL EDUCATION AND TRAINING*

This includes strategies to purchase equitable outputs, improve the skills profile of the whole population, develop a training culture within industry and deliver improved levels of participation and outcomes for underrepresented groups.

### *4. MAXIMISING THE VALUE OF PUBLIC VOCATIONAL EDUCATION AND TRAINING EXPENDITURE*

This requires a simultaneous focus on both the efficiency and effectiveness of the sector, and on the flexibility and responsiveness of its various components. It includes strategies to determine who should pay for what training, to agree on key performance measures, to achieve further efficiencies, to establish quality arrangements, to establish accurate vocational education and training product costs and market based prices, to develop a genuinely national vocational education and training system, to increase the competitiveness of TAFE providers and to optimise the use of capital assets.

## 1998 ANNUAL NATIONAL PRIORITIES

In May 1997, the Ministerial Council also agreed to the following annual national priorities for 1998.

1. **implementation of New Apprenticeships, including user choice**
2. **Expansion of market mechanisms**
3. **Implementation of the National Training Framework**
4. **Provision of greater opportunities and improved outcomes for underrepresented clients**
5. **Value for public expenditure maximised**
6. **Outcomes achieved which meet small business needs**
7. **Encouragement of a training culture within industry, including to enhance training of the existing workforce**
8. **Training to facilitate State/Territory development**

## ANTA'S WORK PRIORITIES

ANTA's work priorities for 1997-98 were developed against the system objectives and, more specifically, against the 1998 annual national priorities (excluding the final priority which related solely to issues relevant to State/Territory development). In determining work priorities, regard was also paid to the 18 issues for resolution in the national strategy, which represent the longer term challenges for vocational education and training

ANTA has two further work priorities. One relates to its external roles, including to facilitate the development of national planning arrangements (including the national strategy and new business arrangements) and involvement in the development of national structures (including the ANTA Agreement).

The other work priority is the need to maximise the effectiveness of the authority's internal operational structure and systems.

The 1997-98 work priorities guide the development of project plans and team management plans, and form the basis of the authority's work management system.

Here are the priorities, the key result areas and the expected project outcomes as they were at the beginning of the year.

## ANNUAL NATIONAL PRIORITY 1

***IMPLEMENTATION OF NEW APPRENTICESHIPS, INCLUDING USER CHOICE***

**Key result areas**

1.1 Employment based training expanded.

- National increase in the number of training contracts (in number or percentage terms).
- National training packages developed to support New Apprenticeships in a wider range of industries.

1.2 Regulatory arrangements streamlined.

1.3 Clients informed of training options and able to negotiate training delivery to suit their needs, with funds flowing to chosen training provider.

- Marketing strategy for user choice implemented.

### *PROJECTS*

**1. Group training**

- Worked with States/Territories to implement by June 1998 the national principles for group training which aim to expand the numbers of apprentices and trainees in employment based training.
- Funds for growth in group training managed to achieve additional apprentice/trainee places.

**2. New Apprenticeships implementation (including user choice)**

- Transitional arrangements for the implementation of New Apprenticeships (including user choice) agreed between ANTA and the State/Territory by November 1997.
- Nationally agreed funding principles for New Apprenticeships delivered on-the-job developed in consultation with States/Territories by November 1997.
- Worked with States/Territories to ensure data to monitor the implementation of New Apprenticeships and user choice are available.
- Access and equity strategy for New Apprenticeships and user choice developed by November 1997.

**3. New Apprenticeships in schools**

- Funds provided to support New Apprenticeships in schools, and participation monitored against baseline data.
- Contributed to the development of national policy developed by the MCEETYA taskforce, to expand VET in schools by the end of 1997.
- Contributed to the negotiation of arrangements with States/Territories and the Commonwealth to enable implementation of apprenticeships and traineeships in schools in 1998.

## ANNUAL NATIONAL PRIORITY 2

### *EXPANSION OF MARKET MECHANISMS*

**Key result area**

**2.1** Client access to a broader range of providers and of training services improved.

### *PROJECTS*

**1. Flexible Delivery**

- Resource allocation models for flexible delivery agreed by States and Territories through Unit Costs Working Party by October 1997.
- A range of projects to be completed by December 1997 funded to develop benchmarks to 'mainstream' flexible delivery methods.

**2. META & FMI**

- Management Enhancement Team Approach reviewed, recently developed on line format maintained and specific on line training for advisors provided by September 1997.
- Prototype of an integrated national training package providing a national, flexible framework relevant to the needs of contemporary Australian frontline management developed, implemented and trialed by December 1997.

**3. Training market**

- Advice provided to Ministers by November 1997 on policy and directions required to create a responsive and effective training market to support the achievement of highly skilled and flexible workforce.
- Worked with national ITABs to ensure the Training Packages marketing model is implemented for all endorsed Training Packages.

**4. Demand for VET**

- Report on dimensioning of patterns of demand for vocational education and training qualifications by industry and State and Territory produced by the end of 1997.
- Report on modeling of demand for participation in vocational education and training produced by the end of 1997.

## ANNUAL NATIONAL PRIORITY 3

### *IMPLEMENTATION OF NATIONAL TRAINING FRAMEWORK*

**Key result areas**

**3.1** Training products and services responsive to industry training requirements:

- Nationally recognised training packages meeting industry requirements developed and maintained.
- National Training Information Service established and fully operational.
- Mechanisms in place to determine stakeholder satisfaction with training packages.

**3.2** Australian Recognition Framework implemented.

**3.3** National portability of skills and qualifications.

- National approach for recording and certifying competencies developed.

### *PROJECTS*

**1. Training Packages, including development and best practice manual**

- 52 training packages that meet industry/enterprise needs and facilitate the take up of New Apprenticeships funded by December 1997.
- 35 training packages endorsed by the National Training Framework Committee by June 1998.
- Worked with national ITABs to ensure the Training Package marketing model is implemented for all endorsed Training Packages.

**2. ARF implementation**

- National recognition and quality assurance arrangements for the vocational education and training sector agreed nationally, and implemented by States and Territories by December 1997.

**3. AQF supplementary guidelines**

- Comprehensive supplementary guidelines for the AQF developed by December 1997.

**4. National Training Information Service**

- Phase 2 of the National Training Information Service developed and made available to users by December 1997.

**5. Industry based assessment, skills passport (or like record) and cost of assessment**

- Assessment arrangements within the National Training Framework, including the skills passport (or like record), developed in consultation with States/Territories by December 1997.

### *ONGOING ACTIVITY*

**External**

- National Training Framework Committee

## ANNUAL NATIONAL PRIORITY 4

### *PROVISION OF GREATER OPPORTUNITIES AND IMPROVED OUTCOMES FOR UNDER-REPRESENTED CLIENTS*

**Key result areas**

4.1 Opportunities and improved outcomes for under-represented clients increased.

- Research to assess the impact of national policy shifts on under-represented clients undertaken.
- Strategies in place to ensure that national policy shifts take full account of opportunities and outcomes of under-represented clients.

### *PROJECTS*

**1. Equity**

- Equity strategy redeveloped by December 1997 to achieve incentives for improvement in a market context
- Research and evaluation activities identified by December 1997, to establish the impact of specific reforms on participation and outcomes for clients disadvantaged in the labour market.

## ANNUAL NATIONAL PRIORITY 5

### *VALUE FOR PUBLIC EXPENDITURE MAXIMISED*

**Key result areas**

5.1 Planning systems and resource allocation models improved to ensure relevance to industry and occupational demand.

- Agreed outcomes of the review of the capital program implemented.
- Strategies to improve capital planning, resourcing and asset management implemented.
- Improved national consultative arrangements to improve systems planning.

### *PROJECTS*

**1. Capital review**

- Report advising on means of improving efficiency in the use of capital funds cross the vocational education and training sector completed for consideration at the first MINCO in 1998.

**2. Data analysis**

- Contribution of data and data analysis to a range of projects undertaken by ANTA to support significant policy initiatives.

**3. Best practice**

- Administrative arrangements for 1998 Demonstrating Best Practice in VET project developed for consideration of the ANTA Board by September 1997.

**4. Unit costs and pricing**

- By December 1997, commercially based pricing principles for all VET transactions accepted.
- Development of formal cost discovery (for providers) and price management (for purchasers) systems facilitated, with particular attention to additional measures of effort, and output to student contact hours by June 1998.

**5. Key performance measures**

- *Benchmarking VET report* completed for consideration at November 1997 MINCO.
- Draft key performance measures developed for consideration at November 1997 MINCO.
- Draft key performance measures data, including benchmarking of relative effort and relative efficiency developed for consideration at November 1997 MINCO.

**6. Information systems development**

- Contribute to the NACVETS review of management information systems which is to be completed by November 1997.
- Results from the joint ANTA/DEETYA commissioned surveys
  –*Training Expenditure (July 1997)*
  –*Training Practices (November 1997)*
  –*Education and Training Experience (early 1998)*
  conducted by the Australian Bureau of Statistics analysed and disseminated as they become available.

***ONGOING ACTIVITY***

**External**

- Maintenance of effort

## ANNUAL NATIONAL PRIORITY 6

### *ACHIEVE OUTCOMES WHICH MEET THE NEEDS OF SMALL BUSINESS*

**Key result areas**

**6.1** Small business participation in training maximised.

- Training packages available which can be used to develop training programs which meet the needs of small business

***PROJECTS***

**1. Small business**

- Publication progressing small business issues prepared by October 1997.
- Contributed to the work of the ANTA / DEETYA / DIST / PM&C inter-agency committee on small business issues.
- Training packages marketed to small business commenced by November 1997.

## ANNUAL NATIONAL PRIORITY 7

### *ENCOURAGEMENT OF A TRAINING CULTURE WITHIN INDUSTRY, INCLUDING TO ENHANCE TRAINING OF THE EXISTING WORKFORCE*

**Key result area**

**7.1** Industry investment and involvement in training enhanced

- Strategies developed to encourage industry investment and involvement in training.

***PROJECTS***

**1. Training culture**

- Contributed to the development of strategies to foster a training culture in industry being developed by Wiltshire committee by end of 1997.

## ANTA PRIORITY

### *KEY EXTERNAL ARRANGEMENTS AND PROCESSES*

**Key result areas**

**8.1** Foster relationships with other sectors of education to develop an integrated approach to lifelong learning.

- Strategies in place to ensure that national VET policy takes account of adult and community education.

**8.2** Participate in ongoing processes to inform the Review of the ANTA Agreement and the clarification of ANTA's role within the national system.

**8.3** New planning, accountability and reporting arrangements implemented.

***PROJECTS***

**1. ANTA Agreement**

- Future ANTA arrangements informed, to the maximum extent possible, by the ANTA Board's position on relevant issues.
- A clear position on the future character of the ANTA arrangements, and role for ANTA within the national VET system developed and communicated during the process to review the ANTA agreement.

**2. National strategy 1998 -2003**

- Development of a framework for planning and agreeing major directions for the vocational education and training system agreed to by Ministers commenced at the November 1997 MINCO.

**3. New business arrangements**

- Worked with States/Territories to ensure new arrangements are adopted by States/Territories, with VET plans considered by MINCO by November 1997.
- Analysed and negotiated State/Territory VET plans to ensure agreed Annual National Priorities implemented in 1998.

**4. Higher Education Review**

- Contribution to Review of Higher Education Financing and Policy on issues associated with the relationship between the higher education and VET sectors.

**5. Communications**

- Australian Training Awards (to be held in November 1997) managed and promoted.
- *Australian Training* regularly published and disseminated.
- Communication and marketing activities undertaken, to increase the knowledge and understanding clients and stakeholders have of VET products and the value of skills development.

***ONGOING ACTIVITIES***

**1. Adult and community education**

- Funding for AAACE managed to ensure the interest of ACE is considered in policy decisions.

**2. Research and evaluation**

- Manage the funding of the National Research and Evaluation Committee to deliver a strategic national work program for research and evaluation.
- Manage the program to fund ANTA key centres.
- ANTA funded research analysed and results widely disseminated.

**External**

- Development of national principles and protocols for copyright.
- Secretariat and executive coordination.

## ANTA PRIORITY

***DEVELOP THE AUTHORITY'S STRUCTURE AND SYSTEMS TO FACILITATE ACHIEVEMENT OF NATIONAL VET SYSTEM OBJECTIVES***

**Key result areas**

**9.1** An agreed business development strategy which results in significant improvements to the organisation effectiveness. This will be evidenced by :

- demonstrated improvements to internal systems and services and relationships with the client group.
- improved management processes at all levels of the organisation, i.e. senior management and within teams.
- accessibility of appropriate information for all staff.
- an effective award and enterprise agreement which is accepted by all staff.

### *PROJECTS*

**1. Business development strategy**

- Enterprise agreement
- IT strategic plan
- GAMIS/FMIS interface and review of reporting requirements
- Risk and fraud assessment
- Improved accessibility of documents on servers
- Professional development
- Work management system improvements
- Drive quality improvement
- Records management policies & procedures
- Revision to consultancy guidelines & development of registers

### *ONGOING ACTIVITIES*

- Annual performance report
- National projects and program coordination
- Budget operations
- Financial operations
- Human resource management
- Information technology
- Personnel operations
- Property & fleet management
- Quality initiatives
- Staff development
- Update and maintenance of consultancy guidelines and associated registers
- Library

# APPENDIX 3: PROGRESS REPORT AGAINST WORK PRIORITIES

## ANNUAL NATIONAL PRIORITY 1

### *IMPLEMENTATION OF NEW APPRENTICESHIPS, INCLUDING USER CHOICE*

**Group training**

- New funding formula for group training developed and agreed by all States and Territories for implementation from 1 July 1998.
- Implementation of other national principles for group training implemented on schedule with three remaining principles to be implemented by November 1998.
- $1,363,250 allocated to group training companies throughout Australia to achieve 3,796 additional apprenticeships and traineeships.

**New Apprenticeships implementation (including user choice)**

- Implementation of New Apprenticeships commenced 1 January 1998, supported by the development of a model training agreement for national application and the provision of assistance to States and Territories to amend their legislation.
- Phase 1 of the national evaluation of user choice completed on schedule with the final report outlining findings of the phase supported by the steering committee for forwarding to the ANTA Board Advisory Committee (ABAC).
- Ongoing activity with States and Territories to address resourcing issues, particularly in identifying nominal hours for qualifications in Training Packages, undertaken.
- Background paper on equity in New Apprenticeships released in April 1998, consulted on in April 1998 and reported to MINCO in May 1998.

**New Apprenticeships in Schools**

- Revised principles and guidelines agreed for funds provided to support New Apprenticeships in schools.
- Development of an industry focused VET in schools policy commenced with a paper being prepared for consideration by the ANTA Board.
- 1997 progress reports received from all States and Territories indicating that almost 40,000 students and more than 800 schools are participating in VET in Schools programs.
- 1997 progress report collated and analysed for report to the ANTA Board in August.

## ANNUAL NATIONAL PRIORITY 2

### *EXPANSION OF MARKET MECHANISMS*

**Flexible delivery**

- Research into costing and resource allocation models completed at six sites around Australia between June 1997 and June 1998, with planning for a further five sites underway.
- 1997 implementation plan projects completed with the exception of Establishing Online Networks which is due for completion by end July 1998.
- Six projects, focusing on the identified themes of national technology standards and infrastructure development, initiated through the 1998 Flexible Delivery Action Plan approved by States and Territories.
- Major emphasis on establishing the $3.8m Online Product Development project, for which expressions of interest closed in June 1998.

**Management Enhancement Team Approach (META) and Frontline Management Initiative (FMI)**

- META on line training completed.
- META evaluation and resources published and distributed.
- Management of META nationally tendered for a three year period.
- Frontline Management Initiative national pilot trials completed and evaluated.
- Frontline Management competency standards integrated into national Training Packages under development.
- Prentice Hall Australia contracted to enhance, publish and distribute a suite of FMI products.

*Framing the Future*

- Regional workshops conducted involving more than 240 participants.
- First round of funding resulted in 34 projects. Second round funding attracted 131 applications which were valued at five times the available funds.

**Training market**

- Subsequent to the consultation with States and Territories in March 1997, a training market report on consultations was prepared and transmitted to ministers out of session in October 1997.

**Demand for VET**

- Draft report completed at the end of June 1998 dimensioning patterns of demand for VET qualifications by industry and by State/ Territory.
- Model developed of demand for participation in VET.
- Demand for VET support paper for national strategy drafted.

## ANNUAL NATIONAL PRIORITY 3

### *IMPLEMENTATION OF NATIONAL TRAINING FRAMEWORK*

**Training Packages, including development and best practice manual**

- 46 Training Packages that met industry/enterprise needs and facilitated the take up of New Apprenticeships funded by December 1997 in addition to six scoping exercises.
- 14 Training Packages endorsed by the National Training Framework Committee (NTFC) by June 1998 with a further 10 Training Packages either being evaluated or with the NTFC or Ministers.
- Delays in endorsement experienced as the guidelines were being formulated as Training Packages were being developed and as the Training Package endorsement process is now preceded by State/ Territory processes.
- On going work undertaken with industry training advisory bodies (ITABs) undertaken to ensure effective marketing of Training Packages including the development of a marketing model and provision of specific marketing funding.
- Process for the continuous improvement of the *Guidelines for training package developers* instituted.

**Australian Recognition Framework (ARF) implementation**

- ARF introduced nationally on 1 January 1998.
- ARF arrangements clarified and strengthened at May MINCO 1998, through the endorsement of national assessment principles and national accreditation principles.
- Transitional issues addressed through ARF Transitional Issues Group and the NTFC.

**AQF supplementary guidelines**

- Revised VET sections of the *AQF Implementation Handbook* developed and distributed to stakeholders for comment in December 1997.
- Final product published, distributed and made available via the world wide web.

**National Training Information Service (NTIS)**

- Detailed information on accredited courses, endorsed competency standards and training organisations entered on the NTIS and accessible on the web.
- Information on endorsed and proposed Training Packages accessible to users of the NTIS.
- Software developed for the recording of the scope of registration of registered training organisations (RTOs), consistent with the ARF.
- Publicity about features of the NTIS printed and distributed.

**Industry based assessment, skills passport (or like record) and cost of assessment**

- Results of pilots of industry based assessment incorporated into development of Training Packages.
- Training Packages continue to open up new pathways for industry based learning, Assessment and recognition.
- Transitional issues around industry based assessment within the Australian Recognition Framework (ARF) addressed through the ARF Transition Group.
- Skills passport work subsumed by the training culture initiative.
- Work undertaken on upgrading statements of attainment and linked to the broader work on information requirements for users of vocational education and training certification.
- The Unit Cost Working Group undertook work on common costing principles, leading into consideration of the need for output based funding, and work on the development of a preliminary costing template for assessment.
- Cost of assessment considered as part of the wider issue of resourcing under the National Training Framework, initially by the Nominal Hours Working Group then under the auspices of the New Apprenticeship Liaison Group.

## ANNUAL NATIONAL PRIORITY 4

### *PROVISION OF GREATER OPPORTUNITIES AND IMPROVED OUTCOMES FOR UNDER - REPRESENTED CLIENTS*

**Equity**

- Equity framework developed that sits behind national strategy as supporting paper.
- Evaluation of equity program effectiveness commenced with finalisation to occur in August 1998.

## ANNUAL NATIONAL PRIORITY 5

### *VALUE FOR PUBLIC EXPENDITURE MAXIMISED*

**Capital review**

- Review of the infrastructure program commenced with the final report due to be considered by ministers in November 1998.

**Data analysis**

- Data and value added analysis contributed to a range of projects undertaken by ANTA, including to support the major policy developments including the *National strategy for vocational education and training 1998-2003* and ANTA's responses to the Review of Higher Education Financing and Policy.

**Best practice**

- 44 projects demonstrating best practice funded in 1997 completed and results disseminated through a variety of means such as videos, seminars, conferences, reports, CDs and through the *Best practice newsletter.*
- Best practice seminar conducted in 1997 and the Training Provider of the Year Award sponsored.
- Work and finance plan for best practice and administrative arrangements for best practice in 1998 agreed in late 1997.
- Approval process for the 1998 demonstrating best practice projects close to completion.
- Two editions of the *Best practice newsletter* issued in 1998.
- 1998 Training Provider of the Year Award sponsored.
- Arrangements put in place to nominate projects for the three Australian Training Best Practice Training Awards.
- Arrangements put in place to evaluate all 1998 best practice projects.

**Unit costs and pricing**

- Commercially based pricing principles for VET developed and considered by ANTA CEOs.
- Final report produced on flexible delivery costing work providing a resource allocation model.
- Various other cost and price systems facilitated including in the areas of VET in schools, Training Packages and handling of capital.

**Key performance measures**

- *1996 Benchmarking VET* report completed on time and disseminated in November 1997.
- Key performance measures (KPMs) information on relative effort and efficiency included in report on *Directions and Resource Allocations 1998* accepted by Ministers in November 1997 and reports prepared on State and Territory plans for growth through efficiency in 1998 accepted by MINCO in April 1998.
- New suite of key performance measures for VET for the future developed and accepted in principle by ministers in November 1997.
- Detailed implementation plan for the new suite of KPMs developed and accepted by ministers in May 1998.

**Information systems development**

- Substantial contribution made to the review of national VET management information systems resulted in an integrated national VET statistical information program for 1998-2003 that was endorsed by ministers in January 1998.
- Results analysed and disseminated from commissioned major surveys by the Australian Bureau of Statistics on employer training expenditure (November 1997) and employer training practices (early 1998).

*APPENDIX 3: PROGRESS REPORT AGAINST WORK PRIORITIES*

## ANNUAL NATIONAL PRIORITY 6

***ACHIEVE OUTCOMES WHICH MEET THE NEEDS OF SMALL BUSINESS***

**Small business**

- Documentation from national consultation process finalised.
- Marketing of Training Packages to small business facilitated through a specific initiative involving case studies on the implementation of training packages in small, medium and large enterprises.

## ANNUAL NATIONAL PRIORITY 7

***ENCOURAGEMENT OF A TRAINING CULTURE WITHIN INDUSTRY, INCLUDING TO ENHANCE TRAINING OF THE EXISTING WORKFORCE***

**Training culture**

- Training Culture Working Group report prepared and negotiated with industry.
- ANTA Board paper on progressing a training culture put forward 13 initiatives to ministers and endorsed at May MINCO.
- Process established to progress development of the 13 initiatives.

## ANTA PRIORITY

***KEY EXTERNAL ARRANGEMENTS AND PROCESSES***

**Adult and community education (ACE)**

- Projects focusing on a new national logo and image for the promotion of Adult Learners Week 1998 established at both the national and State/Territory levels.
- Projects as outlined in the 1997/98 work and finance plan for ACE established with steering committees from the MCEETYA ACE Task Force.
- New outcomes based funding model negotiated with AAACE for a grant-in-aid 1998-2001.

**ANTA agreement**

- Revised ANTA Agreement and framework for growth devised from efficiencies endorsed by MINCO and all State/ Territory cabinets.

**National strategy 1998-2003**

- Public consultation in all States/Territories conducted.
- Final form of strategy, including key approaches and outcomes statements, negotiated with all State/Territory governments.
- National strategy agreed by ministers in May 1998.

- Five supporting papers for national strategy developed, with paper on training culture under preparation for further comment by MINCO out of session.
- 15,000 copies distributed accompanied by positive coverage in national newspapers.

**New business arrangements**

- State and Territory VET plans analysed and negotiated to ensure agreed annual national priorities are implemented in 1998.
- ANTA Board Report to MINCO on *Directions and Resource Allocations for 1998* considered by ministers in November 1997. 1998 commitment by States and Territories were contained in the report to ministers. The final report was published and distributed in March 1998.
- 1999 annual national priorities and national key result areas endorsed by ministers in May 1998.
- National and State and Territory performance indicators developed collaboratively with the Commonwealth, States and Territories and combined with the annual national priorities and national key result areas form the outline of the 1999 annual VET plans.
- States and Territories informed in June 1998 of the requirements for the 1999 annual VET plans.

**Annual national report**

- 1996 *Annual national report* tabled in Parliament in October 1997.
- Copies of the 1996 *Annual national report* distributed to peak industry bodies including national and State ITABs, TAFE directors, group training companies, access and equity forums and State and Territory training agencies.
- Ministers agreed to the proposed timelines and format for the *1997 Annual national report* in November 1997.
- Draft volumes 1 and 2 of the *1997 Annual national report* prepared and considered by the board and State and Territories. Ministers provided with a final draft late in June 1998.
- *1997 Annual national report* progressing in accordance with timelines for tabling in Parliament in September 1998.

**Review of Higher Education and Funding Policy**

- ANTA submission to discussion paper developed and provided to Review Committee.
- ANTA Board briefing regarding recommendations of the final report of the review developed.

**Communications**

- Australian Training Awards held in November 1997 with over 1000 attendees.

- *Australian Training* published on a quarterly basis with favourable evaluations received.
- Broad range of other communications and marketing activities undertaken to increase the knowledge and understanding clients and stakeholders have of VET products and the value of skills training including preparation of the schools kit, new look brochures, general promotion and video briefing package.

**Secretariat and Executive Coordination**

- Coordinated and managed 17 major national meetings for the Authority comprising: Three ANTA Ministerial Council meetings; 10 ANTA Board meetings; four ANTA CEO's Committee meetings.
- Coordinated and prepared briefing packages for incoming ministers, State/ Territory CEOs and other government departments.
- Improved processes within Secretariat to enable efficient dispatch of papers for ANTA CEO's Committee meetings, through the internet email system.
- Coordinated Senate Estimates Committee briefings and monitored Parliamentary proceedings for their impact on ANTA and the VET system.

## ANTA PRIORITY

***DEVELOP THE AUTHORITY'S STRUCTURE AND SYSTEMS TO FACILITATE ACHIEVEMENT OF NATIONAL VET SYSTEM OBJECTIVES***

**Business development strategy**

- Progression of key issues raised through the climate survey of 1997.
  - developed a team performance management system for ANTA that recognises both team and individual performance.
  - established competency standards for senior management to be used for developmental purposes.
  - developed a computer application to manage and keep staff up to date on day-to-day external interactions with clients and stakeholders.
  - conducted a staff seminar to assist in improving communications and developing a better working culture.
- developed and implemented, in consultation with management and staff, the Authority's certified agreement for 1998.
- enhanced the features of the financial management information system by providing a more useful, accessible and streamlined reporting functionality.
- introduced revised national programs and national projects guidelines and procedures to enhance contract and management processes.
- undertook a review of internal planning and reporting mechanisms.
- developed a new information technology strategic plan for 1998-2000.

# APPENDIX 4: STAFFING STATISTICS

## CORE OPERATIVE STAFF DETAILS

In 1997-98, ANTA's core operative staff increased from 98.1 to 101.4 positions.

The following table provides details of staff by level, location and gender.

**TABLE 2: ANTA STAFF BY LEVEL, LOCATION AND GENDER, AT 30 JUNE 1998**

| Level | Brisbane | Melbourne | Total male | Total female | Total core staff 30 6 97 | Total core staff 30 6 98 |
|---|---|---|---|---|---|---|
| Chief Executive Officer | 1 | 0 | 1 | 0 | 1 | 1 |
| Senior Executive Level A | 2 | 0 | 2 | 0 | 2 | 2 |
| Senior Executive Level B | 6 | 1 | 5 | 2 | 7 | 7 |
| Principal Project Officer | 14.2 | 6 | 10 | 10.2 | 19 | 20.2 |
| Senior Project Officer | 22.6 | 7 | 12 | 17.6 | 30.3 | 29.6 |
| Project Officer Level 3 | 22 | 3 | 7 | 18 | 22.8 | 25 |
| Project Officer Level 2 | 10.6 | 4 | 2 | 12.6 | 14 | 14.6 |
| Project Officer Level 1 | 2 | 0 | 0 | 2 | 2 | 2 |
| **Totals** | **80.4** | **21** | **39** | **62.4** | **98.1** | **101.4** |

## EQUAL EMPLOYMENT OPPORTUNITY

At 30 June 1998, ANTA employed people in the equal employment opportunity target groups of women, people from non English speaking backgrounds, people with a disability and Aboriginal and Torres Strait Islander peoples.

The following table provides details of those staff.

**TABLE 3: EQUAL EMPLOYMENT OPPORTUNITY PROFILES**

| Classification | SES | PPO | SPO | PO | Totals |
|---|---|---|---|---|---|
| *ANTA staffing classification — males* | | | | | |
| **Total number** | **8** | **10** | **12** | **9** | **39** |
| Non English speaking backgrounds | - | 1 | 2 | - | - |
| People with disabilities | 1 | - | - | 2 | - |
| Aboriginal and Torres Strait Islander peoples | - | - | - | 1 | - |
| *ANTA staffing classification — females* | | | | | |
| **Total number** | **2** | **10.2** | **17.6** | **32.6** | **62.4** |
| Non English speaking backgrounds | - | 2 | - | 6 | - |
| People with a disability | - | - | - | - | - |
| Aboriginal and Torres Strait Islander peoples | - | - | - | 1 | - |

## APPOINTMENTS AND RESIGNATIONS

The following table provides details of staff appointments and resignations during the year. It does not include internal promotions.

**TABLE 4: APPOINTMENTS AND RESIGNATIONS DURING 1997-98**

| Level | Appointment | Resignation | Staff redundancies | Completion of contract |
|---|---|---|---|---|
| Chief Executive Officer | | | | |
| Senior Executive Level A | | 1 | - | - |
| Senior Executive Level B | 2 | 3 | - | - |
| Principal Project Officer | 2.4 | 2 | - | - |
| Senior Project Officer | 6.3 | 7.2 | - | - |
| Project Officer Level 3 | 3.9 | 2.7 | - | - |
| Project Officer Level 2 | 6.6 | 3 | - | - |
| Project Officer Level 1 | 1 | 0 | - | - |
| **Total** | **22.2** | **18.9** | **0** | **0** |

# APPENDIX 5: ANTA BOARD, COMMITTEES AND COUNCILS

## ANTA BOARD

The ANTA Board met on nine occasions during the year, including one teleconference. Details of members' attendance at board meetings are in the table below.

**TABLE 5: ANTA BOARD MEMBERS' ATTENDANCE, 1997-1998**

| Board member | Meetings held* | Meetings attended |
|---|---|---|
| Stuart Hornery, AO | 9 | 8 |
| Bill Mansfield | 9 | 8 |
| Stella Axarlis, AM | 9 | 8 |
| Geoff Ashton | 9 | 8 |
| Jenny Rixon | 5* | 5 |
| Mark Paterson | 9 | 9 |

** No. of meetings held during the term the Board member held office*

## ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES' TRAINING ADVISORY COUNCIL

Council members are nominated by ministers, with the Commonwealth, each State and Territory as well as key national agencies represented on the council. Ministers and key agencies select members from the Aboriginal and Torres Strait Islander peoples' communities who have an understanding of vocational education and training. The council met on four occasions during the year. At 30 June 1998, the following people were members of the council.

- Kevin Bromley, nominated by the Australian Council of Trade Unions (Chair)
- Charles Davison, New South Wales
- Lionel Bamblett, Victoria
- Clair Andersen, Tasmania
- Les Nayda, South Australia
- Karel Williams, Australian Capital Territory
- May O'Brien, Western Australia
- Micky Dhambarra Wunungmurr, Northern Territory
- Rod Bourke, Queensland
- Ray Harris, Australian Chamber of Commerce and Industry
- Peter Buckskin, Commonwealth
- Commissioner David Curtis, Aboriginal and Torres Strait Islander Commission
- Jack Beetson, National Federation of Independent Aboriginal Education Providers (co-opted member)

## ANTA BOARD ADVISORY COMMITTEE ON NEW APPRENTICESHIPS

The committee met on six occasions during the year. At 30 June 1998, the following people were members of the committee.

- Stella Axarlis, AM, Managing Director, Bilcon Engineering Pty Ltd (Chair)
- Doug Wright, Metal Trades Industry Association of NSW
- Brian Kerwood, National Manager - Training, Australian Chamber of Manufactures
- Lyndon Rowe, Chief Executive Officer, Chamber of Commerce and Industry of WA
- Mandy Keillor, Principal Director, Keillor Building Associates
- Julius Roe, Assistant National Secretary, Technical and Supervisory Division, Australian Manufacturing Workers' Union
- John Smyth, Chief Executive Officer, TAFE Tasmania
- Bernie Carlon, General Manager, Workforce Services, Queensland Department of Training & Industrial Relations
- Geoff Spring, Chair, Ministerial Council for Employment, Education, Training and Youth Affairs Taskforce on Vocational Education and Training in Schools

## ANTA CEO'S COMMITTEE

During 1997-98, the committee met on four occasions, including two teleconferences. A list of members is given in section 2 of this report.

## ANTA DISABILITY FORUM

The forum met on four occasions during the year. At 30 June 1998, the following people were members of the forum.

- Mark Bagshaw, International Marketing Manager, IBM (Chair)
- Phillip Ripper, Attendant Care Coalition
- Doug Bowers, Adult Education Centre for Deaf and Hearing Impaired Persons
- Pamela Menere, Women with a Disability Australia
- Wendy McLachlan, Head Injury Council of Australia
- Irene Towler, Schizophrenia Fellowship
- Lindsay Wilson, Disabilities Services Coalition
- Des Lean-Fore, National Federation of Blind Citizens of Australia
- Sue Wilson, Queensland Paraplegic & Quadriplegic Association
- Craig Harrison, National Industry Association of Disability Services
- Lynn Hammond, Social Justice Network, Southbank TAFE

## AUDIT COMMITTEE

The committee met on four occasions during the year. At 30 June 1998, the following people were members of the committee.

- Bill Mansfield, Assistant Secretary, Australian Council of Trade Unions and Deputy Chair, ANTA Board (Chair)
- Darcy McGaurr, independent member and formerly Secretary, Department of Industrial Relations, Vocational Education and Training, Tasmania
- Murray Anderson, F.C.A., independent member, former audit partner, Coopers & Lybrand

## NATIONAL TRAINING FRAMEWORK COMMITTEE

The committee met on 10 occasions during the year, including one teleconference. At 30 June 1998, the following people were members of the committee.

- Mark Paterson, Chief Executive, Australian Chamber of Commerce and Industry, ex officio member, ANTA Board (Chair)
- Doug Wright, Metal Trades Industry Association of Australia
- Peter Dwyer, Group Employee Relations Manager, Amcor Fibre Packaging
- Peter Griffin, representative of small business
- Julius Roe, Assistant National Secretary, Technical and Supervisory Division, Australian Manufacturing Workers' Union
- Ken Boston, Director-General, NSW Department of Education and Training
- Malcolm Goff, Executive Director, Strategic Services, WA Department of Training
- Tony Greer, First Assistant Secretary, Vocational Education and Training Division, Department of Employment, Education, Training and Youth Affairs

## PERFORMANCE REVIEW COMMITTEE

The committee met on three occasions during the year. At 30 June 1998, the following people were members of the committee.

- Geoff Ashton, ANTA Board member (Chair)
- Paolo Totaro, Board of Vocational Education and Training member, New South Wales
- Casey van Berkel, State Training Board member, Victoria
- Bill Siganto, Chair, Vocational Education, Training and Employment Commission, Queensland
- Peter Smith, Deputy Chair, Vocational Education, Employment and Training Board, South Australia
- Diana Mitchell, State Training Board member, Western Australia

- Peter Griffin, Chair, Tasmanian State Training Authority, Tasmania
- Doug Phillips, Deputy Chair, Northern Territory Employment and Training Authority, Northern Territory
- Bruce Duke, Vocational Education and Training Authority Board member, Australian Capital Territory
- Mark Bagshaw, individual with expertise on access and equity issues
- Tony Greer, Commonwealth nominee, Department of Employment, Education, Training and Youth Affairs
- Mike Brough, Chair, Unit Costs Working Group
- Peter Harmsworth, Chair, National Advisory Committee on Vocational Education and Training Statistics
- Susan King, expert official, *Benchmarking VET Report*
- Chris Robinson, Managing Director, National Centre for Vocational Education Research

## STEERING COMMITTEE FOR THE REVIEW OF THE INFRASTRUCTURE PROGRAM

The committee met twice during the year. At 30 June 1998, the following people were members of the committee.

- Mr Geoff Ashton, ANTA Board member (Chair)
- Ted Wright, Chief Executive Officer, HMG Hotels Group
- David Rowland, General Manager of Properties, NSW Department of Education and Training
- Graham Smith, Director, Employment Task Force, Queensland Department of Employment, Training and Industrial Relations
- Darryl Carter, Executive Director, TAFE SA
- Hugo Llopis, Manager, Physical Assets Branch, Western Australian Department of Training
- Brian Frankham, Director, Property Support, NSW Department of Education and Training
- Tony Greer, First Assistant Secretary, Vocational Education and Training Division, Department of Employment, Education, Training and Youth Affairs
- Neville Harpham, Senior Project Director, Lend Lease Property Management (Aust) Ltd
- Rex Hewett, Federal TAFE Secretary, Australian Education Union
- Chris Eccles, General Manager, ANTA

# APPENDIX 6: CONSULTANCIES

ANTA defines a consultant as "an individual, partnership or corporation, providing professional or expert advice or services (with a recommendation) as the basis for making a decision on taking a course of action".

Characteristically, consultants are engaged for a fixed period of time at an agreed rate of payment, and provide a service which is usually of a nonrecurring nature. They are not directly supervised, conduct independent research / investigations and provide expert advice with recommendations.

During 1997-1998, ANTA undertook 28 consultancies at a total committed cost of $3,857,209. Of these:

- two totalling $39,630 were funded from operational funds
- eleven totalling $1,126,042 were funded from national programs funds
- fifteen totalling $2,691,537 were funded from national projects funds.

With the exception of the two funded from operational funds, all consultancies were related to expertise required in the development of vocational education and training.

The table following contains details of individual consultancies engaged during the year.

**TABLE 6: CONSULTANCIES, 1997-1998**

| Consultant | Description |
|---|---|
| Aboriginal & Torres Strait Islander Curriculum Consortium*** | Professional development for teachers working with Aboriginal and Torres Strait Islander students in adult literacy and basic education |
| Coopers & Lybrand*** | Cost of assessment of Training Packages |
| Barry Davis and Associates Pty Ltd* | The costing and pricing of vocational education and training |
| Burton Taylor Communications * | Promotion project for Adult Learners Week |
| Carr Clark Rapp Collins* | Concept development and production of: *User Choice National Marketing Kit* |
| Communication in Education and Training Pty Ltd* | Provision of language, literacy and numeracy advice to industry bodies, including workplace communications forums, to assist in the development of Training Packages |

**TABLE 6: CONSULTANCIES, 1997-1998**

| Consultant | Description |
|---|---|
| Curriculum Corporation* | Development of learning strategies for Training Packages for vocational education and training in schools |
| David Rumsay and Associates * | Development of proposal for the design and technology initiative |
| Education Image* | Development of professional development videos |
| Education Image* | Schools communication project |
| Focus Learning Systems Pty Ltd* | Development of products in print ready form for User Choice National Marketing Kit |
| Global Learning** | 1996 equity projects review |
| Hay Group Pty Ltd* | Organisational remuneration review |
| Kangan Batman Institute of TAFE* | Development of professional development and information kits |
| Kangan Institute of TAFE*** | Production of a 'how to' kit for approaches to culturally appropriate recognition of prior learning for Aboriginal and Torres Strait Islander people |
| KPMG Consulting Pty Ltd* | The impact of the growth of labour hire companies on the apprenticeships system |
| KPMG Consulting Pty Ltd** | National evaluation of user choice in New Apprenticeships - phase 1 |
| KPMG Consulting Pty Ltd** | Developing approaches to the public funding of group training |
| Mark Burford Consulting* | Development of a paper on demand for vocational education and training |

| Consultant | Description |
|---|---|
| NCVER* | Adult and community education research and development issues paper |
| Open Training Services* | Production of interactive CD ROM in relation to the November 1997 ANTA training update seminar |
| Open Training Services Victoria* | Production of staff development resources kit supporting flexible delivery staff development for States and Territories |
| Robert Bluer* | Principles and framework for vocational education and training in schools |
| Smart Strategic Services Pty Ltd* | Redevelopment of information products |
| The Allen Consulting Group Pty Ltd** | The review of the infrastructure program — phase 1 |
| University of Queensland *** | Over the next 3 years, provide expert advice in the development of a range of important educational developments in Australia |
| University of WA Centre for Research for Women** | Workable solutions: to examine successful workable solutions for disadvantaged clients in the vocational education and training sector |
| VETASSES** | Qualification alignment: an analysis of the packaging of units of competencies in four Training Packages |

**REASON FOR USING CONSULTANT**

* Specialist skills and knowledge not available in-house

** Need for independent study/evaluation

*** Need for assistance to manage and facilitate change

**INDEPENDENT AUDIT REPORT**

To the Minister for Employment, Education, Training and Youth Affairs

**Scope**

I have audited the financial statements of the Australian National Training Authority for the year ended 30 June 1998. The financial statements comprise:

- Statement by Chair and Deputy Chair
- Statement of Assets and Liabilities
- Operating Statement
- Statement of Cash Flows
- Schedule of Commitments
- Schedule of Contingencies, and
- Notes to and forming part of the Financial Statements

The members of the Authority are responsible for the preparation and presentation of the financial statements and the information they contain. I have conducted an independent audit of the financial statements in order to express an opinion on them to you, the Minister for Employment, Education, Training and Youth Affairs.

The audit has been conducted in accordance with Australian National Audit Office Auditing Standards, which incorporate the Australian Auditing Standards, to provide reasonable assurance as to whether the financial statements are free of material misstatement. Audit procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial statements, and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion as to whether, in all material respects, the financial statements are presented fairly in accordance with Australian Accounting Standards, other mandatory professional reporting requirements (Urgent Issues Group Consensus Views) and statutory requirements so as to present a view of the Authority which is consistent with my understanding of its financial position, the results of its operations and its cash flows.

The audit opinion expressed in this report has been formed on the above basis.

GPO Box 1715P Melbourne VIC 3001
620 Bourke Street
MELBOURNE VIC
Phone (03) 9627 4444 Fax (03) 9600 1516

102

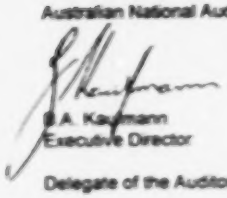
**Audit Opinion**

In my opinion,

(i) the financial statements have been prepared in accordance with the Guidelines for Financial Statements of Commonwealth Authorities, and

(ii) the financial statements give a true and fair view, in accordance with applicable Accounting Standards, other mandatory professional reporting requirements and the Guidelines for Financial Statements of Commonwealth Authorities, of the financial position of the Australian National Training Authority as at 30 June 1998 and the results of its operations and its cash flows for the year then ended

Australian National Audit Office



B.A. Kaufmann
Executive Director

Delegate of the Auditor-General

Melbourne
18 September1998



00

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

**STATEMENT BY BOARD MEMBERS**
**FOR THE YEAR ENDED 30 JUNE 1998**

In our opinion, the attached financial statements present fairly the information required by the Minister for Finance and Administration's Guidelines for Financial Statements of Commonwealth Authorities.

S. Hornery, AO - Chair

15 September 1998

W.C. Mansfield - Deputy Chair

15 September 1998

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

**OPERATING STATEMENT**
**FOR THE YEAR ENDED 30 JUNE 1998**

| | Notes | 1998 $ | 1997 $ |
|---|---|---|---|
| **NET COST OF SERVICES** | | | |
| **Operating expenses** | | | |
| Operating Activities | | | |
| Employees | 4A | 7,773,807 | 7,629,816 |
| Suppliers | 4B | 2,938,156 | 3,089,000 |
| Depreciation | 4C | 479,881 | 618,795 |
| Interest repaid to Consolidated Revenue | | 36,726 | 49,764 |
| Core Business Activities | | | |
| Grants | 5A | 885,301,510 | 847,741,206 |
| Suppliers | 5B | 1,446,239 | 1,173,919 |
| Interest repaid to Consolidated Revenue | 5C | 17,183 | 1,043,175 |
| Repayable to Consolidated Revenue | 5D | 277 | 3,101,015 |
| Other | 5E | 87,380,935 | 119,814,483 |
| **Total operating expenses** | | 985,374,634 | 984,261,173 |
| **Operating revenues from independent sources** | | | |
| Operating Activities | | | |
| Interest | 6A | 36,726 | 49,764 |
| Other | 6B | 143,983 | 252,146 |
| Core Business Activities | | | |
| Interest | 6A | 22,462 | 1,051,226 |
| Other | 6B | 4,092,470 | 2,638,264 |
| **Total operating revenues from independent sources** | | 4,295,641 | 3,991,400 |
| **Net cost of services** | | 981,078,993 | 980,269,773 |
| **REVENUES FROM GOVERNMENT** | | | |
| **Revenues from government** | | | |
| Parliamentary appropriations received | 7 | 987,305,140 | 958,532,920 |
| **Total revenues from government** | | 987,305,140 | 958,532,920 |
| **Surplus (deficit) of revenues from government, over net cost of services** | 11 | 6,226,147 | (21,736,853) |
| Accumulated surpluses at the beginning of the reporting period | 11 | 5,304,967 | 27,076,113 |
| Adjustment to accumulated surpluses due to changes in accounting policies | 1, 11 | - | (34,293) |
| **Accumulated surpluses at the end of the reporting period** | 11 | 11,531,114 | 5,304,967 |

The accompanying notes form part of these financial statements.

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

STATEMENT OF ASSETS AND LIABILITIES
AS AT 30 JUNE 1998

| | Notes | 1998 $ | 1997 $ |
|---|---|---|---|
| **PROVISIONS AND PAYABLES** | | | |
| Employees | 8A | 1,853,839 | 1,357,857 |
| Suppliers | 8B | 445,407 | 494,231 |
| Grants | 8C | - | 463,994 |
| Other | 8D | 6,795 | 10,710 |
| **Total provisions and payables** | | 2,106,041 | 2,326,792 |
| **EQUITY** | | | |
| Accumulated surpluses | 11 | 11,531,114 | 5,304,967 |
| **Total equity** | | 11,531,114 | 5,304,967 |
| **Total liabilities and equity** | | 13,637,155 | 7,631,759 |
| **FINANCIAL ASSETS** | | | |
| Cash | 9A | 4,854,807 | 595,561 |
| Receivables | 9B | 7,671,798 | 4,010,537 |
| Other | 9C | 1,760 | 2,560 |
| **Total financial assets** | | 12,528,365 | 4,608,658 |
| **NON-FINANCIAL ASSETS** | | | |
| Property, plant and equipment | 10A | 980,097 | 1,202,637 |
| Other | 10C | 128,693 | 1,820,464 |
| **Total non-financial assets** | | 1,108,790 | 3,023,101 |
| **Total assets** | | 13,637,155 | 7,631,759 |
| **Current liabilities** | | 1,365,532 | 1,659,064 |
| **Non-current liabilities** | | 740,509 | 667,728 |
| **Current assets** | | 12,657,058 | 6,429,122 |
| **Non-current assets** | | 980,097 | 1,202,637 |

The accompanying notes form part of these financial statements

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 30 JUNE 1998

| | Notes | 1998 $ | 1997 $ |
|---|---|---|---|
| **OPERATING ACTIVITIES** | | | |
| **Cash received** | | | |
| Appropriations | | 983,657,894 | 954,576,827 |
| Interest | | 60,083 | 1,350,298 |
| Other | | 4,206,936 | 2,931,276 |
| **Total cash received** | | 987,924,713 | 958,858,401 |
| **Cash used** | | | |
| Grants | | (884,073,734) | (845,495,531) |
| Employees | | (7,477,824) | (8,042,494) |
| Suppliers | | (4,433,219) | (5,754,597) |
| Interest | | (57,825) | (2,040,883) |
| Other | 5E | (87,380,935) | (120,159,020) |
| Cash and Advances | | 800 | - |
| Repayable to Consolidated Revenue | | (277) | (3,101,015) |
| **Total cash used** | | (983,423,014) | (984,593,540) |
| **Net cash from operating activities** | 12 | 4,501,699 | (25,735,139) |
| **INVESTING ACTIVITIES** | | | |
| **Cash received** | | | |
| Proceeds from sale of property, plant and equipment | | 29,214 | 65,746 |
| **Total cash received** | | 29,214 | 65,746 |
| **Cash used** | | | |
| Purchase of property, plant and equipment | | (271,667) | (303,184) |
| **Total cash used** | | (271,667) | (303,184) |
| **Net cash from investing activities** | | (242,453) | (237,438) |
| **Net increase (decrease) in cash held** | | 4,259,246 | (25,972,577) |
| Add cash at beginning of reporting period | | 595,561 | 26,568,138 |
| **Cash at end of reporting period** | 9A | 4,854,807 | 595,561 |

The accompanying notes form part of these financial statements.

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

SCHEDULE OF COMMITMENTS
AS AT 30 JUNE 1998

| | Notes | 1998 $ | 1997 $ |
|---|---|---|---|
| **BY TYPE** | | | |
| OTHER COMMITMENTS | | | |
| Operating leases [1] | | 2,819,714 | 3,681,202 |
| Program commitments [2] | | 1,364,332,225 | 1,383,764,854 |
| **Total commitments payable** | | 1,367,151,939 | 1,387,446,056 |
| COMMITMENTS RECEIVABLE | | | |
| Lease revenue | | 680,444 | 700,973 |
| **Total commitments receivable** | | 680,444 | 700,973 |
| **Net commitments** | | 1,366,471,495 | 1,386,745,083 |
| **BY MATURITY** | | | |
| **All net commitments** | | | |
| One year or less | | 919,530,676 | 937,122,590 |
| One to two years | | 446,144,750 | 448,366,939 |
| Two to five years | | 428,613 | 736,182 |
| Over five years | | 367,456 | 519,372 |
| **Net commitments** | | 1,366,471,495 | 1,386,745,083 |
| **Operating Lease Commitments** | | | |
| One year or less | | 1,036,668 | 976,865 |
| One to two years | | 539,189 | 957,027 |
| Two to five years | | 669,708 | 935,792 |
| Over five years | | 574,149 | 811,518 |
| **Operating lease commitments** | | 2,819,714 | 3,681,202 |

[1] Operating Leases are exclusively in relation to office accommodation.
[2] Program commitments comprises mainly of contractual obligations to make future payments, that exist at the end of the financial period. These commitments will be met from National Program and VET Act funds.

The accompanying notes form part of these financial statements.

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

**SCHEDULE OF CONTINGENCIES**
**AS AT 30 JUNE 1998**

| | Notes | 1998 $ | 1997 $ |
|---|---|---|---|
| **CONTINGENT LOSSES** | | | |
| Payroll tax [1] | | 1,614,384 | 1,277,195 |
| **Total contingent losses** | | 1,614,384 | 1,277,195 |
| **Net contingencies** | | 1,614,384 | 1,277,195 |

[1] The Authority's liability for payroll tax is yet to be resolved. Under the ANTA Act the Authority is not specifically exempted from State Payroll Tax. The ANTA Act is currently under review to exempt the Authority from Payroll Tax. Should the Act not be amended, Payroll Tax will be payable in Queensland and Victoria.

The accompanying notes form part of these financial statements.

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 1998**


| Note | Description |
|---|---|
| 1 | Summary of Significant Accounting Policies |
| 2 | Segment Reporting |
| 3 | Economic Dependency |
| 4 | Goods and Services Expenses |
| 5 | Grants and Services Expenses |
| 6 | Operating Revenue from Independent Sources |
| 7 | Revenues from Government |
| 8 | Provisions and Payables |
| 9 | Financial Assets |
| 10 | Non-Financial Assets |
| 11 | Equity |
| 12 | Cash Flow Reconciliation |
| 13 | Remuneration of Auditors |
| 14 | Remuneration of Officers |
| 15 | Remuneration of Directors |
| 16 | Related Party Disclosures |
| 17 | Financial Instruments |

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 1998**

**1. Summary of Significant Accounting Policies**

**1.1 Basis of accounting**
The financial statements are a general purpose financial report.

They have been prepared in accordance with:
(a) Guidelines titled "Financial Statements of Commonwealth Authorities" issued by the Minister for Finance in July 1997 (the 'Guidelines' ) which require that the financial statements are prepared:
- in compliance with Australian Accounting Standards and Accounting Guidance Releases issued by the Australian Accounting Research Foundation;
- having regard to Statements of Accounting Concepts; and

(b) the Consensus Views of the Urgent Issues Group.

The financial statements have been prepared on an accruals basis and are in accordance with the historical cost convention except for employee entitlements (refer Long Service Leave accounting policy on note 1.3). No allowance has been made for the effect of changing prices on the results or on the financial position.

**1.2 Property, Plant and Equipment**
Purchases of property, plant and equipment are recognised initially at cost in the Statement of Assets and Liabilities, except for purchases costing less than $2,000, which are expensed in the year of acquisition (other than where they form part of a group of similar items which are significant in total ). The $2,000 threshold was selected because it facilitates efficient asset management and recording without materially affecting asset values recognised.

Depreciable property, plant and equipment assets are written off to their estimated residual values over their estimated useful lives to the Authority using, in all cases, the straight line method of depreciation. Leasehold improvements are amortised on straight line basis over the lesser of the estimated useful life of the improvements or the unexpired period of the lease.

Depreciation/amortisation rates (useful lives) and methods were reviewed in the 1997 financial year, necessary adjustments were recognised in that period.

Depreciation and amortisation rates applying to each class of depreciable asset are as follows:

| | 1998 | 1997 |
|---|---|---|
| Computer Equipment | 3 years | 3 years |
| Office Equipment | 5 years | 5 years |
| Furniture and Fittings | Lease term | Lease term |
| Motor Vehicles | 4 years | 4 years |

The aggregate amount of depreciation allocated for each class of asset during the reporting period is disclosed at Note 4C.

The carrying amount of non-current assets of the Authority has been determined at cost less accumulated depreciation.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)
FOR THE YEAR ENDED 30 JUNE 1998

**1.3 Liability for Employee Entitlements**
The liability for employee entitlements encompasses provisions for annual leave and long service leave. No provision has been made for sick leave as all sick leave is non-vesting and the average sick leave taken by employees is less than the annual entitlement for sick leave.

The provision for annual leave reflects the value of total annual leave entitlements of all employees at 30 June 1998 and is recognised at its nominal value.

The liability for long service leave is recognised and measured at the present value of the estimated future cash flows to be made in respect of all employees at 30 June 1998. In determining the present value of the liability, attrition rates and pay increases through promotion and inflation have been taken into account.

**1.4 Taxation**
Under the current provisions of the Income Tax Assessment Act 1936, the Authority is not liable to Income Tax. However, it is subject to Fringe Benefits Tax. The Authority's liability for State Payroll Tax is yet to be resolved (refer Schedule of Contingencies). The Authority is exempt from sales tax except on lease vehicles.

**1.5 Cash**
For the purposes of the Statement of Cash Flows, cash includes petty cash and cash at bank.

Advance Account balances are reported as other assets and are not included in cash figures.

**1.6 Leases**
Operating lease payments are charged to expense on a basis which is representative of the pattern of benefits derived from the leased assets. The net present value of future net outlays in respect of a surplus space under non-cancellable lease agreements is expensed in the period in which the space becomes surplus.

Lease incentives are recognised as liabilities on receipt of the incentive. The amount of the liability is reduced by allocating lease payments between rental expense and reduction of the liability.

**1.7 Comparative Figures**
Where necessary, comparative figures have been adjusted to conform with changes in presentation in these financial statements.

**1.8 Financial Instruments**
Accounting policies in relation to financial instruments are disclosed in Note 17.

## 2. Segment Reporting
The Authority operates in a single industry and geographic segment, being provision of government programs in Australia. The Australian National Training Authority operates in the Vocational Education and Training sector.

## 3. Economic Dependency
The Authority is dependent on appropriations from Parliament of the Commonwealth to carry out its normal activities.

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)**
**FOR THE YEAR ENDED 30 JUNE 1998**

| | 1998 $ | 1997 $ |
|---|---|---|
| **4. Goods and Services Expenses** | | |
| **Operating Activities** | | |
| 4A Employee expenses | | |
| Remuneration | 7,134,036 | 7,427,373 |
| Separation and Redundancy Payments | 3,830 | 326,431 |
| Staff Development | 156,825 | 81,932 |
| Staff Recruitment | 83,448 | 199,524 |
| Provision for Employee Entitlements | 296,439 | (558,417) |
| Fringe Benefits Tax | 109,429 | 152,973 |
| **Total employee expenses** | 7,773,807 | 7,629,816 |
| 4B Suppliers expenses | | |
| Advertising and Publications | 101,874 | 68,092 |
| Internal and External Audit | 66,061 | 82,820 |
| Board and Committee Meetings | 174,132 | 184,718 |
| Communications | 291,919 | 319,164 |
| Contractors and Consultants | 208,568 | 104,719 |
| Electricity | 46,811 | 60,229 |
| Freight and Storage | 44,197 | 62,232 |
| Information Technology | 188,022 | 201,786 |
| Insurance | 10,454 | 9,428 |
| Legal Services | 23,703 | 30,335 |
| Library | 49,346 | 51,490 |
| Motor Vehicle Expenses | 27,724 | 9,990 |
| Minor Acquisitions | 58,160 | 14,561 |
| Office Requisites | 118,700 | 120,565 |
| Operating Lease Rentals | 857,588 | 990,619 |
| Operational Travel | 446,360 | 563,208 |
| Repairs and Maintenance | 56,376 | 44,272 |
| Miscellaneous | 188,161 | 170,772 |
| **Total suppliers expenses** | 2,938,156 | 3,089,000 |

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)
FOR THE YEAR ENDED 30 JUNE 1998

| | 1998 $ | 1997 $ |
|---|---|---|
| **4. Goods and Services Expenses (cont'd)** | | |
| 4C Depreciation and amortisation | | |
| Depreciation of Property, Plant and Equipment | 479,801 | 618,795 |
| **Total expense** | 479,801 | 618,795 |

The aggregate amounts of depreciation or amortisation allocated during the reporting period, either as expense or part of the carrying amount of other assets, for each class of depreciable asset are as follows:

| | | |
|---|---|---|
| Computer Equipment | 233,453 | 301,652 |
| Office Equipment | 84,917 | 76,374 |
| Furniture and Fittings | 128,424 | 213,687 |
| Motor Vehicles | 33,007 | 27,082 |
| Total allocated | 479,801 | 618,795 |

**5. Grants and Services Expenses**

**Core Business activities**

| | | |
|---|---|---|
| 5A Grants | | |
| State and Territory Governments | 885,301,510 | 847,276,594 |
| Non-Profit Institutions | - | 424,000 |
| Other Institutions | - | 40,612 |
| **Total grants** | 885,301,510 | 847,741,206 |
| 5B Suppliers | | |
| Travel | 402,399 | 238,029 |
| Conference Costs | 46,820 | 5,066 |
| Consultants | 954,827 | 318,880 |
| Printing | 33,876 | 6,838 |
| Closure of the Canberra Office | - | 605,106 |
| Other | 8,317 | - |
| **Total suppliers** | 1,446,239 | 1,173,919 |
| 5C Interest repaid to consolidated revenue | | |
| National Programs | 5,343 | 311,843 |
| VET Funding Act | 11,840 | 731,332 |
| **Total interest repaid to consolidated revenue** | 17,183 | 1,043,175 |

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)**
**FOR THE YEAR ENDED 30 JUNE 1998**

| | 1998 $ | 1997 $ |
|---|---|---|
| **5. Grants and Services Expenses (cont'd)** | | |
| 5D Repayable to consolidated revenue | | |
| National Program Funds | - | 2,931,503 |
| Vet Funding Act | 277 | 169,512 |
| **Total repayable to consolidated revenue** | 277 | 3,101,015 |
| 5E Other | | |
| Sponsorship | 2,244 | 3,750 |
| Australian Training Awards | 504,683 | 605,402 |
| National Projects Payments | 23,669,576 | 32,701,812 |
| National Programs Payments | 63,204,432 | 86,503,519 |
| **Total other** | 87,380,935 | 119,814,483 |
| **6. Operating Revenues from Independent Sources** | | |
| 6A Interest | | |
| Operating | 36,726 | 49,764 |
| National Programs | 5,344 | 311,843 |
| VET Funding Act | 11,840 | 731,332 |
| Australian Training Awards | 5,278 | 8,051 |
| **Total interest** | 59,188 | 1,100,990 |

Interest earnings for 1997-98 on Operating Funds, National Programs Funds and VET Funding Act funds have been returned to the Commonwealth. Interest earnings unremitted at June 1998 will be returned in July 1998.

| | | |
|---|---|---|
| 6B Other revenue | | |
| Project Funds (DEETYA) | 1,285,000 | 2,000,000 |
| Recoup of Unacquitted Funds | 2,288,048 | - |
| Australian Training Awards | 519,422 | 629,918 |
| Other | 143,983 | 260,492 |
| **Total other revenue** | 4,236,453 | 2,890,410 |
| **Total operating revenue from independent sources** | 4,295,641 | 3,991,400 |

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)
FOR THE YEAR ENDED 30 JUNE 1998

| | 1998 $ | 1997 $ |
|---|---|---|
| **7. Revenues from Government** | | |
| 7 Parliamentary appropriations | | |
| Operating Funds | 10,359,000 | 11,779,000 |
| National Program Funds | 63,287,000 | 73,926,000 |
| VET Funding Act Funds | 913,659,140 | 872,827,920 |
| **Total parliamentary appropriations** | 987,305,140 | 958,532,920 |
| **8. Provisions and Payables** | | |
| 8A Liabilities to employees | | |
| Salaries and Wages | 102,357 | 86,676 |
| Annual Leave | 731,516 | 528,101 |
| Long Service Leave | 781,952 | 698,928 |
| Fringe Benefits Tax | 38,014 | 44,152 |
| **Total liabilities to employees** | 1,653,839 | 1,357,857 |
| 8B Suppliers | | |
| Trade Creditors | | |
| Operating Funds | 445,407 | 436,702 |
| National Program Funds | - | 24,391 |
| VET Funding Act Funds | - | 11,138 |
| Australian Training Awards | - | 22,000 |
| **Total suppliers** | 445,407 | 494,231 |
| 8C Grants liability | | |
| Non-profit institutions | - | 238,849 |
| State and Territory governments | - | 15,145 |
| Other institutions | - | 210,000 |
| **Total grants liability** | - | 463,994 |
| 8D Interest payable | | |
| Interest Payable | 6,795 | 10,710 |
| **Total interest payable** | 6,795 | 10,710 |
| **Total Provisions and Payables** | 2,106,041 | 2,326,792 |

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)**
**FOR THE YEAR ENDED 30 JUNE 1998**

| | 1998 $ | 1997 $ |
|---|---|---|
| **9. Financial Assets** | | |
| 9A Cash | | |
| Petty Cash | 800 | 800 |
| Operating Funds | 246,430 | 422,246 |
| National Program Funds | 2,288,048 | - |
| Australian Training Awards Funds | 177,759 | 172,515 |
| Other Funds | 2,141,770 | - |
| **Total cash** | 4,854,807 | 595,561 |
| Balance of cash as at 30 June 1998 shown in the Statement of Cash Flows | 4,854,807 | 595,561 |
| 9B Receivables | | |
| Goods and Services | | |
| Operating Funds | 64,436 | 42,298 |
| VET Funding Act Funds | - | 7,430 |
| Interest Receivable | | |
| Operating Funds | 3,222 | 3,684 |
| National Program Funds | 579 | 383 |
| VET Funding Act | 21 | - |
| Australian Training Awards | - | 649 |
| Appropriation Receivable | | |
| National Program Funds | 570 | 1,007,149 |
| VET Act Funds | 7,602,970 | 2,948,944 |
| **Total receivables** | 7,671,798 | 4,010,537 |
| Receivables include receivables overdue by | | |
| - less than 30 days | - | - |
| - 30 to 60 days | 5,080 | 556 |
| - more than 60 days | 3,491 | 9,230 |
| | 8,571 | 9,786 |
| 9C Other | | |
| Cash and Advances | 1,760 | 2,560 |
| **Total other** | 1,760 | 2,560 |
| **Total Financial Assets** | 12,528,365 | 4,608,658 |

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)
FOR THE YEAR ENDED 30 JUNE 1998

| | 1998<br>$ | 1997<br>$ |
|---|---|---|
| **10. Non-Financial Assets** | | |
| 10A. Property, Plant and Equipment | | |
| Total gross property, plant and equipment | 3,534,081 | 3,373,626 |
| Less accumulated depreciation | 2,553,984 | 2,170,989 |
| Total Property, Plant and Equipment | 980,097 | 1,202,637 |
| ***Represented by:*** | | |
| **At cost** | | |
| Computer Equipment | 1,182,755 | 1,107,600 |
| Accumulated Depreciation | (934,640) | (781,245) |
| Total Computer Equipment | 248,115 | 326,355 |
| Office Equipment | 439,942 | 430,837 |
| Accumulated Depreciation | (285,949) | (206,278) |
| Total Office Equipment | 153,993 | 224,559 |
| Furniture & Fittings | 1,767,147 | 1,724,671 |
| Accumulated Depreciation | (1,279,217) | (1,150,793) |
| Total Furniture & Fittings | 487,930 | 573,878 |
| Motor Vehicles | 144,237 | 110,518 |
| Accumulated Depreciation | (54,178) | (32,673) |
| Total Motor Vehicles | 90,059 | 77,845 |
| **Total Property, Plant and Equipment** | 980,097 | 1,202,637 |

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)**
**FOR THE YEAR ENDED 30 JUNE 1998**

**10. Non-Financial assets (cont'd)**

10B. Analysis of Property, Plant and Equipment

| Item | Computer Equipment | Office Equipment | Furniture and Fittings | Motor Vehicles | Total |
|---|---|---|---|---|---|
| Gross value as at 1 July 1997 | 1,107,600 | 430,837 | 1,724,671 | 110,518 | 3,373,626 |
| Additions | 155,331 | 15,045 | 42,476 | 58,815 | 271,667 |
| Disposals | (80,176) | (5,940) | - | (25,096) | (111,212) |
| Gross value as at 30 June 1998 | 1,182,755 | 439,942 | 1,767,147 | 144,237 | 3,534,081 |
| Accumulated depreciation as at 1 July 1997 | 781,245 | 206,278 | 1,150,793 | 32,673 | 2,170,989 |
| Depreciation charge for assets held 1 July 1997 | 216,072 | 83,144 | 128,424 | 25,017 | 452,657 |
| Depreciation charge for additions | 17,381 | 1,773 | - | 7,990 | 27,144 |
| Adjustment for disposals | (80,058) | (5,246) | - | (11,502) | (96,806) |
| **Accumulated depreciation as at 30 June 1998** | 934,640 | 285,949 | 1,279,217 | 54,178 | 2,553,984 |
| **Net book value as at 30 June 1998** | 248,115 | 153,993 | 487,930 | 90,059 | 980,097 |
| **Net book value as at 1 July 1997** | 326,355 | 224,559 | 573,878 | 77,845 | 1,202,637 |

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)
FOR THE YEAR ENDED 30 JUNE 1998

| | 1998 $ | 1997 $ |
|---|---|---|
| **10. Non-Financial assets (cont'd)** | | |
| 10C. Other Non-Financial Assets | | |
| Prepayments | | |
| Operating Funds | 84,865 | 104,486 |
| VET | 15,000 | 611 |
| National Programs Funds | 28,828 | 1,715,367 |
| **Total prepayments** | 128,693 | 1,820,464 |

**11. Equity**

The following information relates to the accumulated results of the Authority.

| | | |
|---|---|---|
| Balance at end of prior reporting period | 5,304,967 | 27,076,113 |
| Changes in accounting policies* | - | (34,293) |
| Balance at beginning of reporting period | 5,304,967 | 27,041,820 |
| Operating Result | 6,226,147 | (21,736,853) |
| **Balance at end of reporting period** | 11,531,114 | 5,304,967 |

* Refer note 1.2

**12. Cash Flow Reconciliation**

***Reconciliation of net cash flows from operating activities to Net Cost of Services.***

| | | |
|---|---|---|
| **Net Cost of Services** | (981,078,993) | (980,269,773) |
| Revenues from Government | 987,305,140 | 958,532,920 |
| **Operating Surplus/(Deficit)** | 6,226,147 | (21,736,853) |
| Depreciation and amortisation of property, plant & equipment | 479,801 | 618,795 |
| (Profit)/Loss on disposal of property, plant and equipment | (14,808) | 6,543 |
| Increase(decrease) in grants payable | (463,994) | 394,959 |
| (Increase)decrease in receivables | (3,660,461) | (3,657,138) |
| Increase in employee liabilities | 295,982 | (565,650) |
| Increase (decrease) in liability to suppliers | (48,824) | (1,672,463) |
| Increase (decrease) in other payables | (3,915) | (947,944) |
| Decrease in other assets | 1,691,771 | 1,824,612 |
| **Net cash provided by operating activities** | 4,501,699 | (25,735,139) |

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)
FOR THE YEAR ENDED 30 JUNE 1998

| | 1998 $ | 1997 $ |
|---|---|---|
| **13. Remuneration of Auditors** | | |
| Remuneration to the Australian National Audit Office for auditing the financial statements for the reporting period. | 27,500 | 33,000 |

No other services were provided by the Australian National Audit Office during the reporting period.

**14. Remuneration of Officers**

| | | |
|---|---|---|
| Remuneration received, or due and receivable by officers. | 985,366 | 1,205,420 |

The number of officers included in these figures are shown below in the relevant income bands:

| | Number | |
|---|---|---|
| $ 100,000 - $ 110,000 | 2 | 5 |
| $ 110,000 - $ 120,000 | 1 | 2 |
| $ 120,000 - $ 130,000 | 1 | - |
| $ 130,000 - $ 140,000 | 1 | 1 |
| $ 150,000 - $ 160,000 | 1 | 1 |
| $ 160,000 - $ 170,000 | - | 1 |
| $ 170,000 - $ 180,000 | - | - |
| $ 180,000 - $ 190,000 | 1 | - |
| | 7 | 10 |

Performance pay has been excluded from the calculation of officer remuneration.
The aggregate amount of performance pay received, or due and receivable, by officers for 1997-98 $84,199 (1996-97 $73,064)

**15. Remuneration of Directors**

| | | |
|---|---|---|
| Total remuneration received, or due and receivable, by Directors of the Authority. | 28,601 | 40,146 |

The number of Directors of the Authority included in these figures are shown below in the relevant remuneration band

| | Number | |
|---|---|---|
| $ Nil - $ 10,000 | 6 | 7 |
| | 6 | 7 |

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)
FOR THE YEAR ENDED 30 JUNE 1998

**16. Related Party Disclosures**

**Directors of the Authority**

The Directors of the Authority during the year were:
S. Hornery (Chairman)
W. Mansfield
G. Ashton
S. Axarlis
J. Rixon (resigned December 1997)
M. Paterson (ex-officio member)

The aggregate remuneration of Directors is disclosed in Note 15

The aggregate of superannuation payments in connection with the retirement of Directors was $Nil (1996-97 $Nil)

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)**
**FOR THE YEAR ENDED 30 JUNE 1996**

**17. Financial Instruments**

17A Terms, conditions and accounting policies

| Financial Instrument | Notes | Accounting Policies and Methods (including recognition criteria and measurement basis) | Nature of underlying instrument (including significant terms & conditions affecting the amount, timing and certainty of cash flows) |
|---|---|---|---|
| ***Financial Assets*** | | Financial assets are recognised when control over future economic benefits is established and the amount of the benefit can be reliably measured. | |
| Receivables for goods and services | 9B | These receivables are recognised at the nominal amounts due less any provision for bad and doubtful debts. Provisions are made when collection of the debt is judged to be less rather than more likely. | Credit terms are net 7 days (1996-97- 7 days) |
| ***Financial Liabilities*** | | Financial liabilities are recognised when a present obligation to another party is entered into and the amount of the liability can be reliably measured. | |
| Lease Incentives | 8B | The lease incentive is recognised as a liability on receipt of the incentive. The amount of the liability is reduced on a straight-line over the life of the lease by allocating lease payments between rental expense and reduction of the liability. | The Authority received a cash incentive of $424,000 on entering a property lease in July 1995. Lease payments are made monthly. |
| Trade Creditors | 8B | Creditors and accruals are recognised at their nominal amounts, being the amounts at which the liabilities will be settled. Liabilities are recognised to the extent that the goods or services have been received (and irrespective of having been invoiced). | Settlement is usually made net 28 days |

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)
FOR THE YEAR ENDED 30 JUNE 1998

**17. Financial Instruments (cont'd)**

17B. Interest Rate Risk

| Financial Instrument | Notes | Floating Interest Rate | | Fixed Interest Rate | | Non - Interest Bearing | | Total | | Weighted Average Effective Interest Rate | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 97-98 | 96-97 | 97-98 | 96-97 | 97-98 | 96-97 | 97-98 | 96-97 | 97-98 % | 96-97 % |
| **Financial Assets (Recognised)** | | | | | | | | | | | |
| Cash at Bank | 9A | 4,854,007 | 594,761 | | | | | 4,854,007 | 594,761 | 4.94 | 6.29 |
| Cash on Hand | 9A | | | | | 800 | 800 | 800 | 800 | n/a | n/a |
| Receivables for Goods and services | 9B | | | | | 64,436 | 49,728 | 64,436 | 49,728 | n/a | n/a |
| Other debtors | 9C | | | | | 1,760 | 2,560 | 1,760 | 2,560 | n/a | n/a |
| **Total Financial Assets (Recognised)** | | 4,854,007 | 594,761 | | | 66,996 | 53,088 | 4,921,003 | 647,849 | | |
| **Total Assets** | | | | | | | | 13,637,185 | 7,631,759 | | |
| **Financial Liabilities (Recognised)** | | | | | | | | | | | |
| Lease incentives | 8B | | | | | 296,800 | 339,200 | 296,800 | 339,200 | n/a | n/a |
| Trade creditors | 8B | | | | | 148,607 | 155,031 | 148,607 | 155,031 | n/a | n/a |
| **Total Financial Liabilities (Recognised)** | | | | | | 445,407 | 494,231 | 445,407 | 494,231 | | |
| **Total Liabilities** | | | | | | | | 2,106,041 | 2,326,792 | | |

**AUSTRALIAN NATIONAL TRAINING AUTHORITY**

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT'D)**
**FOR THE YEAR ENDED 30 JUNE 1998**

**17. Financial Instruments (cont'd)**

17C. Net Fair Value of Financial Assets and Liabilities

| | Note | 1998 Total carrying amount $'000 | 1998 Aggregate net fair value $'000 | 1997 Total carrying amount $'000 | 1997 Aggregate net fair value $'000 |
|---|---|---|---|---|---|
| **Financial Assets** | | | | | |
| Cash at Bank | 9A | 4,854,007 | 4,854,007 | 594,761 | 594,761 |
| Cash on Hand | 9A | 800 | 800 | 800 | 800 |
| Receivables for Goods and Services | 9B | 64,436 | 64,436 | 49,728 | 49,728 |
| Other Debtors | 9B | 1,760 | 1,760 | 2,560 | 2,560 |
| **Total Financial Assets** | | 4,921,003 | 4,921,003 | 647,849 | 647,849 |
| **Financial Liabilities (Recognised)** | | | | | |
| Lease incentives | 8B | 296,800 | 296,800 | 339,200 | 339,200 |
| Trade Creditors | 8B | 148,607 | 148,607 | 155,031 | 155,031 |
| **Total Financial Liabilities (Recognised)** | | 445,407 | 445,407 | 494,231 | 494,231 |

# INDEX


*A*

*A Bridge to the Future: Australia's National Strategy for Vocational Education and Training 1998-2003*. . . . . 9, 10, 25, 26, 27, 34, 37, 41, 43, 45, 46, 54

Aboriginal and Torres Strait Islander Commission . . . . . 38

Aboriginal and Torres Strait Islander people. . . . . 89, 90, 95

Aboriginal and Torres Strait Islander Peoples' Training Advisory Council . . . . . 7, 18, 38, 91

ACROD. . . . . 8, 39

adult and community education . . . . . 10, 54, 96

Adult Learners Week . . . . . 10, 54, 95

AEShareNet . . . . . 10, 56

annual national priorities . . . . . 9, 27, 45, 46, 47

*Annual national report*. . . . . 9, 22, 25, 26, 42, 45, 46

*Annual performance report*. . . . . 25, 63

Annual VET Plan Working Group . . . . . 47

annual vocational education and training plans . . . . . 46

ANTA. *See* Australian National Training Authority

ANTA Agreement . . . . . 9, 12, 14, 45, 46
- growth through efficiencies . . . . . 9, 43
- maintenance of effort provisions . . . . . 43

ANTA Board . . . . . 16, 91

ANTA Board Advisory Committee on New Apprenticeships . . . . . 18, 28, 92

ANTA CEOs' Committee . . . . . 17, 92

ANTA Disability Forum. . . . . 7, 8, 19, 38, 39, 92
- Leveraging leadership project. . . . . 8, 39

ANTA Ministerial Council . . . . . 43

ANTA Unit Costs Working Group . . . . . 8, 42

assessment . . . . . 7, 8, 21, 29, 35, 37, 42, 43

Audit Committee . . . . . 19, 93

Australian Bureau of Statistics . . . . . 41

Australian National Training Authority
- accrual based budget implementation . . . . . 60
- appointments and resignations. . . . . 90
- business development strategy . . . . . 26, 59

client service charter . . . 13
communication project . . . 9, 47
consultancies . . . 95
continuous learning staff presentations . . . 10, 61
core operative staff . . . 89
graduate development program . . . 10, 60
human resources . . . 26, 59
library . . . 63
mission . . . 13
national conference . . . 25
organisational culture staff seminar . . . 61
origins . . . 12
performance management system . . . 10, 26, 59
promotions . . . 49
records management policy . . . 11, 62
risk and fraud assessment . . . 60
sponsorships . . . 9, 48
staff equal employment opportunity . . . 89
work management system . . . 11, 62
work priorities . . . 27, 59
progress against . . . 81
Workplace Consultative Committee . . . 10, 59

*Australian National Training Authority Act 1992* . . . 12, 45

Australian Qualifications Framework . . . 7, 21, 26, 34, 36

AQF Advisory Board . . . 21
*AQF Implementation Handbook* . . . 36

Australian Recognition Framework . . . 7, 26, 33, 34, 35, 37
Transitional Issues Group . . . 36

Australian Student Traineeship Foundation . . . 31

*Australian Training* . . . 9, 25, 48

Australian Training Awards . . . 9, 25, 48

Australian vocational education and training management information and statistical standards . . . 20, 33

***B***

Benchmarking VET Report . . . 8, 22, 42, 94

best practice . . . 41
demonstrating best practice projects . . . 8, 41
sponsorship of Australian Training Provider of the Year Award . . . 8, 41

*Building pathways: school / industry work placements for indigenous secondary students* . . . . . 8, 38

Business Services Industry Training Advisory Body . . . . . 9, 44

*C*

Centre for Economics of Education and Training . . . . . 55

Centre for Research and Learning in Regional Australia . . . . . 55

Challenging Pathways: Second National Indigenous Peoples' Training Conference . . . . . 8, 38

Commonwealth / State Relations and Communications Team . . . . . 25, 27, 46

competency standards . . . . . 21, 29, 36, 61
  for senior ANTA management and staff . . . . . 10, 61

consultancies . . . . . 95

copyright
  national principles and protocols for . . . . . 56

*D*

DACANTA. *See* Database for the administration of contacts for ANTA

*Data matters staff development resource kit* . . . . . 6, 33

Database for the administration of contacts for ANTA . . . . . 60

Department of Employment, Education, Training and Youth Affairs . . . . . 35, 38

Developing the training market for the future . . . . . 6, 33

*Directions and Resource Allocations 1997* . . . . . 26

*Directions and Resource Allocations 1998* . . . . . 43, 47

*E*

EdNA VET Advisory Group . . . . . 32

*Employer training expenditure (July 1997)* . . . . . 41

*Employer training practices (February 1998)* . . . . . 41

equity . . . . . 29, 37, 95

*Equity 2001* report . . . . . 37

***F***

*Fast Facts* . . . . . 9, 25, 48

Financial management information system . . . . . 60

flexible delivery . . . . . 21, 23, 25, 31, 32, 33, 42, 49, 96

Flexible Delivery Task Force . . . . . 23

Framing the Future . . . . . 33, 49

Frontline Management Initiative . . . . . 6, 32

***G***

group training . . . . . 18, 30, 96
joint funding policy . . . . . 30

***I***

industry based skill centres . . . . . 40

Industry Relationships Team . . . . . 6, 25, 26, 30

industry training advisory bodies . . . . . 30

information technology . . . . . 26, 60
information technology strategic plan . . . . . 10, 60

Infrastructure program . . . . . 22
review of . . . . . 22, 40

international activities . . . . . 10, 57

***K***

key performance measures . . . . . 8, 22, 26, 41, 42, 46

key research centres . . . . . 20, 25, 55

key result areas . . . . . 27, 46

***L***

*Let's do what: Aboriginal development strategy* . . . . . 7, 38

***M***

Management Enhancement Team Approach . . . . . 6, 32

Ministerial Council for Education, Employment,
Training and Youth Affairs . . . . . 31, 92
ACE Task Force . . . . . 54

model training agreement . . . . . 28

*N*

National Aboriginal Sports Corporation of Australia . . . . . 7, 38

National Advisory Committee on Vocational Education and Training Statistics . . . . . 20, 43

National Council for Vocational Education Research . . . . . 20, 42, 43, 94

national disability strategy for vocational education and training . . . . . 8, 39

national equity communication strategy . . . . . 40

National Indigenous Peoples' Training Award . . . . . 8, 38

national industry advisory arrangements . . . . . 6, 25, 30

National Policy Team . . . . . 25

national programs . . . . . 7, 26, 38, 63, 95

national projects . . . . . 26, 38, 63, 95

National Research and Evaluation Committee . . . . . 10, 20, 25, 54

National staff development projects . . . . . 33

national strategy. *See A Bridge to the Future: Australia's National Strategy for Vocational Education and Training 1998-2003*

*National Strategy for Vocational Education and Training: Towards a Skilled Australia* . . . . . 45

National Training Framework . . . . . 6, 12, 16, 20, 21, 25, 26, 27, 34, 36, 37, 43

National Training Framework Committee . . . . . 6, 20, 26, 34, 35, 36, 93

National Training Framework Team . . . . . 25, 26, 34, 36

National Training Information Service . . . . . 26, 34, 36, 49

national vocational education and training statistical information program 8, 43

NET*Working '97 National Flexible Delivery Conference . . . . . 6, 32

*New apprenticeship and traineeship opportunities for Aboriginal and Torres Strait Islanders* . . . . . 8, 38

New Apprenticeships . . . . . 6, 8, 18, 22, 25, 27, 28, 29, 33, 34, 35, 39, 43, 96
- access and equity in . . . . . 18
- Equity in New Apprenticeships . . . . . 6, 29
- in schools . . . . . 18, 31
- national marketing campaign . . . . . 18

***P***

people with a disability . . . . . 8, 19, 39, 40, 89
Performance Analysis Team . . . . . 8, 26, 41, 42, 43, 46
Performance Review Committee . . . . . 8, 22, 26, 42, 93

***Q***

qualifications . . . . . 7, 12, 29, 34, 35, 36, 37
Quality Management Council . . . . . 59

***R***

registered training organisations . . . . . 8, 12, 29, 36, 37, 40, 43, 54
Research Centre for Vocational Education and Training . . . . . 56
Resource Policy and Management Team . . . . . 10, 26, 59, 60, 63
Review of Higher Education Financing and Policy (West review) . . 25, 26, 41, 47

***S***

Senior Management Group . . . . . 23
skill centres for schools . . . . . 40
small business . . . . . 43
Steering Committee for the Review of the Infrastructure Program . . . . . 22
Stocktake of equity reports and literature in vocational education and training . . . . . 7, 38
*Survey of education and training (June 1998)* . . . . . 41

***T***

training culture . . . . . 9, 25, 26, 27, 41, 44
Training Packages . . . . . 6, 7, 20, 21, 25, 29, 30, 31, 33, 34, 35, 36, 37, 42
  and assessment costs . . . . . 95
  and language, literacy and numeracy skills . . . . . 7, 35
  and recognition of prior learning . . . . . 37
  and small business needs . . . . . 9, 44
  and the Frontline Management Initiative . . . . . 32
  development of learning strategies for . . . . . 95
  Guidelines for Training Package Developers . . . . . 7, 37
  on the National Training Information System . . . . . 7, 36
  qualification alignment . . . . . 96
Training update seminar . . . . . 49

*U*

underrepresented clients . . . . . 7, 27, 37

unit costs . . . . . 8, 42

Unit Costs Working Group . . . . . 26

user choice . . . . . 6, 8, 22, 27, 28, 29, 33, 34, 42, 43, 96
national evaluation of . . . . . 18
*national marketing kit* . . . . . 95

*V*

VEET Women's Taskforce . . . . . 7, 38

VET Performance Report . . . . . 8, 42

VISION. *See* Financial management information system

vocational education and training in schools . . . . . 25, 31, 42, 95, 96

*W*

West review. *See* Review of Higher Education Financing and Policy (West review)

women . . . . . 38, 89

*Working towards 2010 staff development resource kit* . . . . . 6, 33

Workplace communication in Training Packages project . . . . . 35

AUSTRALIAN
NATIONAL TRAINING
AUTHORITY

Australian National Training Authority
AMP Place, 10 Eagle Street Brisbane Qld Australia 4000
GPO Box 3120 Brisbane Qld Australia 4000
Telephone: (07) 3246 2300 Facsimile: (07) 3246 2490
Home page: http://www.anta.gov.au